Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

MSIP 6
Comprehensive Guide to the Missouri School Improvement Program

Missouri Department of Elementary and Secondary Education

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Executive Summary

Missouri School Improvement Program (MSIP) Overview

The Missouri Department of Elementary and Secondary Education (DESE), by rule, implements an accountability system for Missouri public schools and LEAs designed to promote and encourage continuous improvement in student performance. DESE produces an Annual Performance Report (APR) for each Local Education Agency (LEA) based on the MSIP 6 Standards and Indicators to measure the extent to which local education agencies and individual school buildings meet or make progress toward meeting the standards. The APR uses multiple measures of academic performance and continuous improvement indicators and is one of many sources of information used to determine the classification of LEAs or inform charter school renewal.

Annual Performance Report (APR)

The APR is divided into two sections: Performance metrics, which measure student outcomes on performance events; and, Continuous Improvement metrics, which assess the quality of the work of the LEA toward improving the opportunities provided to all students. MSIP 6 Accreditation will incorporate these two components with the following weight in the 2024-25 APR:

APR = Performance Score (140 pts) + Continuous Improvement Score (60pts)
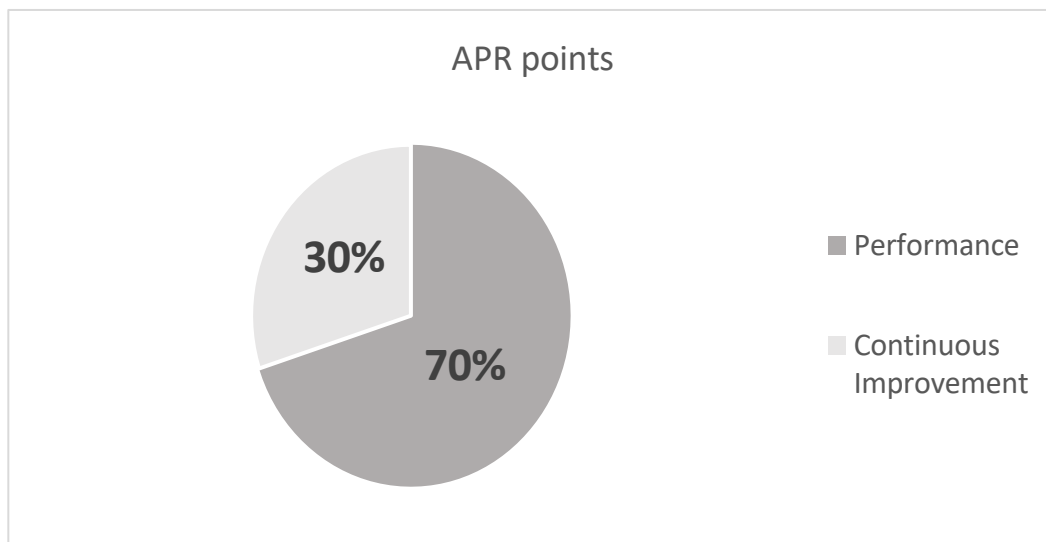
Figure 1

Every APR includes an overall score, expressed as total points earned as a percentage of points possible. If an LEA does not generate data for a particular standard or indicator due to the LEA's grade span (e.g., K-8 LEAs do not have graduation data), points for that indicator are removed from the numerator and denominator of the percentage calculation. LEAs are only scored on those metrics for which they can earn points.

MSIP 6 Implementation Timeline

The following table shows the timeline of implementation for MSIP 6. For the MSIP 6 APR, all APRs will be reported with one year of data. Classification recommendations will be based on two consecutive APR Classification Composite Scores.

School Year	Cycle	Assessment Window	APR Release	Data Reported	Classification/Accreditation of LEAs
2023-24	MSIP 6	Summer 2023, Fall 2023, Spring 2024	Fall 2024	Yes	First Composite Score calculated using 2022*, 2023, and 2024 APR data.
2024-25	MSIP 6	Summer 2024, Fall 2024, Spring 2025	Fall 2025	Yes	Initial classification^ using consecutive Composite Scores.
2025-26	MSIP 6	Summer 2025, Fall 2025, Spring 2026	Fall 2026	Yes	Reclassification based on consecutive Composite scores may occur.
2026-27	MSIP 6	Summer 2026, Fall 2026, Spring 2027	Fall 2027	Yes	Reclassification based on consecutive Composite scores may occur.

Table 1

* Results from the 2022 APR shall not be used to lower the classification (Section 161.855.4, RSMo).

^Classification will not be lowered due to APR Performance

Composite Score

The composite score represents three years of averaged APR data. The APR Composite Percent is not a simple average of the individual yearly scores; instead, each indicator is scored by summing the points earned and dividing by three. The points earned for each indicator are then summed to determine total points earned. Points possible is calculated in the same way. These totals are used to calculate the percentage for the 3-year composite APR.

Accreditation Classification Timeline

The MSIP 6 composite APR for each LEA is used in conjunction with other statutory requirements to inform accreditation classification decisions. Since the 2022 APR was the pilot year for MSIP 6, under statute this data cannot be used to lower an LEA's classification (Section 161.855.4, RSMo). Once two consecutive composite scores are available that do not include 2022 data, APR data will be included in classification determinations. The Department anticipates two consecutive composite scores without 2022 APR data to be published in the 2026 APR. The table below illustrates the timeline for future composite scoring.

2022 APR*	2023 APR	2024 APR	2025 APR	2026 APR	2027 APR
Composite 1					
	Composite 2				
		Composite 3			
			Composite 4		

Table 2

Performance Score

The Performance score provides concrete, quantifiable measures of educational achievement, growth, and career-readiness at various points along the K-12 spectrum. Performance metrics measure whether the students of a particular LEA are gaining the knowledge and skills they need to succeed in the next step of their education, including post-graduation, and are

used to hold LEAs accountable for whether students consistently attain positive educational outcomes. Throughout the guide, Performance metrics are sometimes referenced as "outcomes" to denote that student performance is an outcome of the educational process.

Category	Percentage of Overall Score
Achievement: Status (EA1)	24%
Overall (All Students)	16% (subset percentage of 24%)
Student Group	8% (subset percentage of 24%)
Achievement: Growth (EA1)	24%
Overall (All Students)	16% (subset percentage of 24%)
Student Group	8% (subset percentage of 24%)
Success-Ready	10%
Graduation Rate (EA2)	10%
Follow-up	2%
Total	70%

Table 3

Continuous Improvement Score

The Continuous Improvement score is designed to understand how LEAs are working to improve, based on current best practices for improving student outcomes, as well as the LEA's own self-identified needs, strengths, and areas for improvement in a local context. Throughout the guide, Continuous Improvement metrics are sometimes referenced as "processes" or "inputs" to denote that they tie back to the work an LEA does along the path toward improving. In addition to measuring quantitative Continuous Improvement Indicators through regular MOSIS/Core Data collections, DESE will review planning materials and self-response documents submitted by the LEA that highlight the Improvement Planning process.

Category	Percentage of Overall Score
Improvement Planning	21%
Continuous School Improvement Plan (CSIP)	15% (subset percentage of 21%)
Response to Standards	4% (subset percentage of 21%)
Climate and Culture Survey	2% (subset percentage of 21%)
MSIP Required Documentation	3%
Success-Ready*	6%
Total	30%

Table 4

> *Note: Success-Ready indicators are measured in both the Continuous Improvement and the Performance scores, such that in total, the entire metric accounts for 16% of the overall score (6% through Continuous Improvement and 10% through Performance). Details of this calculation and the hybrid way of measuring Success-Ready Indicators may be found in the Success-Ready sections.

The Improvement Planning portion of the APR will not be scored every year. The Improvement Planning process reflects multiple years of work by the LEA, and initiatives may take several years to implement. For this reason, LEAs will be required to submit the artifacts of the Continuous Improvement Planning and Implementation process every two years on a rolling basis, with roughly half of LEAS being scored in a given year. Further information regarding the scoring of Continuous Improvement can be found in Appendix J.

Best Practice Standards

The MSIP 6 Standards and Indicators outline a set of best practice standards that align with the law, policy, stakeholder feedback, and education research, and serve as a framework for LEAs to consider their own practices. However, these standards will not be monitored as part of the MSIP 6 process and will not be scored for points on the APR.

Building-Level APRs

DESE will produce building-level APRs for most schools in Missouri. APRs are not generated for preschools, residential treatment facilities, juvenile detention centers, or special education cooperatives that serve students whose tuition is paid by another LEA. The Missouri Board of Education does not issue accreditation classifications for individual schools.

It is important to note that individual schools will not receive points for Improvement Planning. APRs at the building level will focus on measures of Academic Achievement (Status and Growth), Success-Readiness (College and Career-Readiness or High School Readiness), Follow-Up (high school), and Graduation Rates (high school). For example, many buildings may not generate data for all measures, as many metrics are specific to certain grade spans (e.g., a K-6 school will not generate a score for Graduation Rate, a 9-12 school does not administer Kindergarten Entry Assessments). If a school does not generate data for a measure, points for that measure are removed from both the denominator and the numerator. For this reason, building-level scores may differ significantly among buildings with different grade spans. Caution is encouraged when comparing the APR scores of buildings with different grade spans.

Please note: the MPI will always appear on the building-level APR; however, due to participation requirements, not all points will be displayed if those thresholds are not met.

MOSIS/Core Data

The accountability system for Missouri uses multiple points of data, collected in the MOSIS/Core Data system to define and determine LEA and student success through the calculation of the Annual Performance Report (APR). There are two components of MOSIS: ID Assignment and Data Collection. The MOSIS Data Collection system collects information at the individual student level and uses these data to create aggregate reports. Local Education Agencies (LEAs) report data items in Core Data and MOSIS in six cycles during the year (see Appendix A for more details). In addition, DESE relies on data from third party vendors for other key indicators, and Core Data screens for LEA-level information.

Missouri Assessment Program (MAP)

Academic Achievement metrics (Status and Growth) are based on student scores from required assessments administered through the Missouri Assessment Program (MAP). The MAP is a series of standardized tests designed to measure academic achievement at the student, class, school, LEA, and state levels. This information helps to identify individual student progress toward mastery of grade-specific and course-specific learning expectations established by the [Missouri Learning Standards](#).

As part of the MAP, LEAs are required to assess all students in grades 3-8 on the Grade-Level Assessments (GLA) in the following grades and subjects:
- English Language Arts (ELA) – grades 3-8
- Mathematics – grades 3-8*
- Science – grades 5 and 8

In addition, LEAs are required to assess all Missouri high school students in four End-of-Course assessments (EOC) prior to graduation. The following assessments should be administered when a student has received credit for the relevant course, regardless of grade level:
- English II
- Algebra I*

- Biology I
- Government

*Advanced mathematics EOCs may count toward APR scores for students who take advanced mathematics content in grades 6-8.

Other EOCs, including English I, Physical Science, American History, Personal Finance, Algebra II*, and Geometry* may be administered at the discretion of the LEA, but students are not required to take assessments in these subjects, and these test scores will not contribute to LEA Academic Achievement scores.

Some students with severe cognitive disabilities may not be able to take the GLA or EOC assessments. These students may take the MAP Alternate (MAP-A) assessment in lieu of the GLA or EOC assessment required for their grade level. See the **MAP-A exclusion** section for more information on when MAP-A assessments may be administered.

Student Groups

To differentiate among needs of LEAs or schools and to ensure broader inclusion of students who have historically performed below the state average, Missouri reports academic achievement for various demographic groups. In addition to overall performance for all students in the state, DESE reports academic achievement data for the following groups: low-income students (defined as students who are reported as direct certified (DC) in the National School Lunch Program), students with disabilities (SWD), English learners (EL), and the state's major racial and ethnic student groups. A review of Missouri data identifies five groups who have performed historically below state average: Black, Hispanic, DC, SWD, and EL students. LEAs and schools will receive APR points based on the performance of the aggregated cohort of all students and will also receive a separate score for the cohort comprised of students in one or more of these historically underperforming student groups (henceforth referred to as the "Student Group").

In Table 6, all example students' scores are included in the cohort of all students for accountability and reporting purposes when the cell size requirement is met (see **cell size** description for requirements). For the purposes of scoring Student Group achievement, students are included in the cohort only if they are in at least one of the five identified categories. Students are not double counted if they meet more than one criteria. In Table 6, students B, C, and D are included in the Student Group.

Student	Total	Asian / Pacific Islander	Black	Hispanic	American Indian	White	Multi-Racial	DC	SWD	EL
A	X					X				
B	X					X		X	X	
C	X		X							
D	X			X				X		X
E	X	X								
F	X						X			

Table 5

Test Participation

All LEAs and schools are required to assess at least 95 percent of their students and student groups on the assessments required by the MAP. Participation is calculated by content area and student group. That is, separate participation rates are calculated for all ELA, mathematics, science, and social studies tests administered in the LEA or school for both the cohort of all students and the Student Group. LEAs and schools that do not meet the 95 percent participation requirement for a content area and cohort will receive no points on the relevant APR sections for that content area and cohort for either Academic Achievement metric: Status or Growth.

Students who are not assessed receive a test record marking them as a non-participant (previously known as "Level not Determined" or LND). In order to meet the 95 percent participation requirement, no more than five percent of students may receive a non-participant designation in a given content area and student group.

LEA test coordinators are cautioned to pay close attention to small sizes in certain tested populations. It is easier to exceed five percent non-participants in science (only tested in fifth and eighth grade and the high school EOC) and social studies (only tested in the high school EOC) than in ELA or mathematics. The Student Group is also more susceptible to non-participant issues, as it is generally smaller than the cohort of all students.

Non-participant designations are applied to the LEA and the school the student was attending during the time of test administration. It is possible to exceed the limit in an individual school but meet the participation requirement at the LEA level.

English Learners (EL) Exclusion

For federal reporting, EL students in their first 12 cumulative months in the United States are only exempt from one administration of the state ELA assessments. EL students in their first year must participate in the appropriate mathematics, science, and social studies assessments. EL students in their second year and afterwards **must** participate in all appropriate state assessments, including the ELA assessment.

Please note: LEAs are required to administer appropriate MAP assessments (GLA, EOC, or MAP-A) to EL students, for the purposes of statewide and federal reporting. The MAP scores of EL students in their first 36 cumulative months in the United States (as of April 1 of the current school year) are excluded from LEA and building APR scores. Aggregated scores of EL students in their first 36 months in the United States must be reported in accordance with the Every Student Succeeds Act (ESSA). All EL students must participate in the English Language Proficiency (ELP) assessment each year they are designated as an English Learner.

MAP-A Exclusion

Some students with the most severe cognitive disabilities are not able to take the standard GLA or EOC content area assessment. If the student's Individualized Education Plan (IEP) team determines the student meets the eligibility criteria for the MAP-A, the student takes a MAP-A assessment. LEAs are required to assess all students who qualify for the MAP-A assessment on the corresponding MAP-A test. A student's scorable MAP-A assessment in grade 11 mathematics is used to meet the Algebra I EOC participation requirement, the grade 11 ELA is used to meet the English II EOC participation requirement, and the grade 11 science is used to meet the Biology I EOC participation requirement. As no MAP-A assessment exists for Government, MAP-A students are exempt from this participation requirement. However, a student would need to have consistently participated in the MAP-A assessments previously before the MAP-A exemption may be granted.

Students in Selected Residential Facilities Exclusion

Pursuant to Section 167.128, RSMo, DESE is prohibited from aggregating the data of students who reside in an institution for neglected or delinquent children, a court-ordered group home, an institution for neglected children, or an institution for delinquent children for purposes of Missouri School Improvement Program (MSIP). Students who reside in an institution for neglected or delinquent children for more than 30 days are reported as neglected or delinquent by LEAs and will be removed from all metrics in the APR. These data are aggregated into a single APR as required by state law. These data will be included in Missouri's federal accountability data as required by federal law.

Full Academic Year (FAY) Exclusion

LEAs are required to test all enrolled students unless an exclusion applies. DESE will report all test scores, but only scores of those students who have been enrolled a Full Academic Year (FAY) in an LEA and/or school will be included in the calculation of the APR. FAY is defined as any student who is enrolled from the last Wednesday in September through the

MAP administration window, without transferring out of the LEA or school for a significant period of time and re-enrolling. A significant period of time is defined as "one day more than half of the eligible days between the last Wednesday in September and the test administration." This information is reported by LEAs through Missouri Student Information System (MOSIS) in April. FAY applies to each summary level independently. For example, a student who is reported as "in building less than a year" but was in the LEA a full academic year is excluded from the school totals but included in the LEA totals.

MSIP 6 Performance Score - Standard EA1: Academic Achievement Status

Status is a measure of academic performance at a given point in time. Students are assigned a Performance Level Index Score based on their performance on tests administered as part of the Missouri Assessment Program (MAP). Student Performance Level Index Scores are used to calculate the MAP Performance Index (MPI) on a continuum, a composite number that represents overall performance for all students in a given cohort.

Data Used in Calculation: MOSIS April Student Core (demographic data is used for MAP scores)
MOSIS June Enrollment and Attendance
MAP Assessment Data

MOSIS/Core Data Cycle: April Cycle
June Cycle

Reference Reports: Performance Level Detail report

For Points to be Awarded: LEAs must assess 95% of students (at LEA and building level) in each content area
Data must be verified by LEA (if data is not verified, points will not be awarded at a later date)
Corrections must be submitted within the window provided by DESE
Assessment MOSIS ID Clean-up trial **must be certified**

Calculation in APR: Up to 48 points (24%) awarded in Performance total

Verifying Academic Achievement Data

To verify the data used in the Academic Achievement calculations, login to the MCDS Portal and run the Performance Level Detail Report. Be sure to select "Districts, Charters, & Schools" in the index (on the far left).
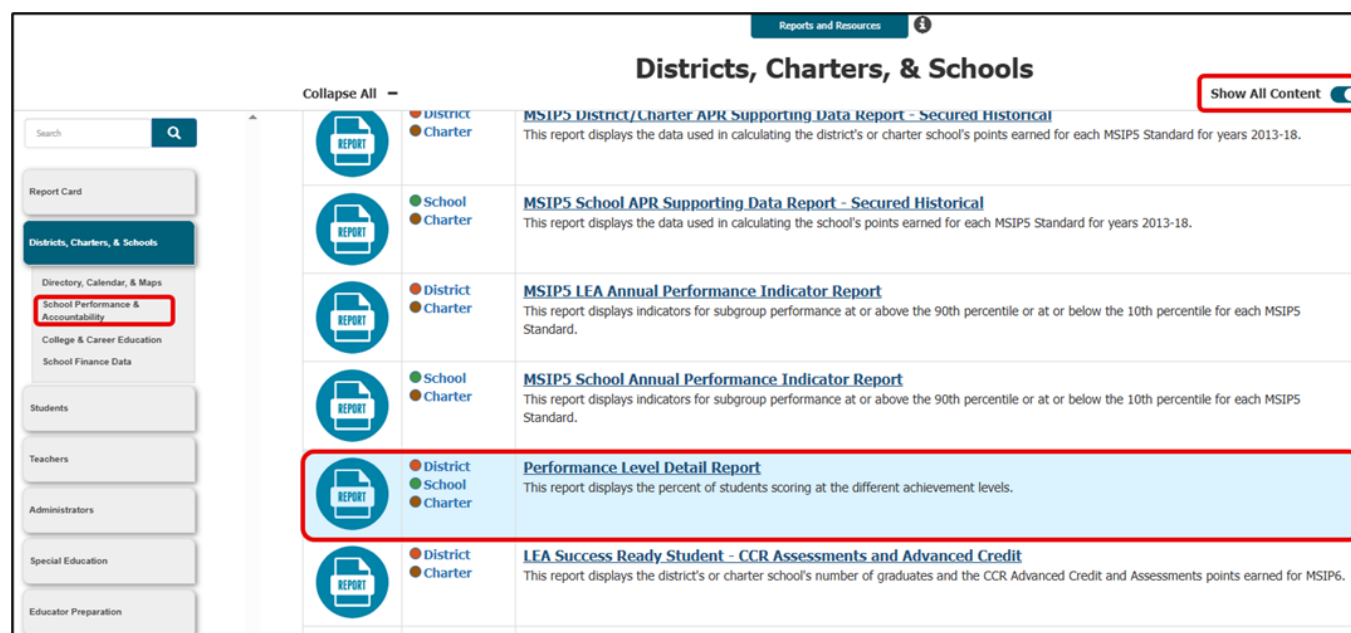
Figure 2

Once secure users have selected Performance Level Detail Report, they are prompted with the following drop-down menu options and must select: the APR Year (**1**), Year (**2**), School, which includes a selection for District Overall (**3**), and

the Content Area (**4**). Once filter selections have been made, click the View Report button (**5**) on the upper-right corner.

Figure 3

The Performance Level Detail Report displays for all students (displayed as Performance Total). The report also allows users to review and compare disaggregated assessment data by grade, gender, race/ethnicity, socioeconomic status (i.e. Direct Cert), IEP/IEP Disability, EL Students, and the Student Group. Note: all demographic information comes from the April Student Core file. This report shows the data used in the Academic Achievement calculation for the APR. Select filters and click View Report to see a report similar to the image below.

The row titled Performance Total represents the MSIP Total, which is the value used for evaluation of Academic Achievement on the APR. Not shown, but at the bottom of the report, under the heading of "Student Group" the values used to evaluate performance on the Student Group under Academic Achievement on the APR are displayed.

Performance Level Detail Report
2024

Student Group: All	1	2	3	4	5	6	7	8	9	10

					2024					
Overall Performance	Acc.	Part.	Rep.	Non Participant (LND) (%)	BB (%)	B (%)	P (%)	A (%)	P/A (%)	MAP Index
Performance Total	134	134	134	0.0	37.3	41.0	16.4	5.2	21.6	337.8
Grade Level										
03	17	17	17	0.0	41.1	29.4	29.4	0.0	29.4	353.0
04	12	12	12	0.0	75.0	16.6	0.0	8.3	8.3	288.5
05	16	16	16	0.0	50.0	37.5	12.5	0.0	12.5	316.9
06	17	17	17	0.0	52.9	17.6	5.8	23.5	29.4	340.8
07	15	15	15	0.0	13.3	60.0	20.0	6.6	26.6	367.2
08	22	22	22	0.0	31.8	54.5	13.6	0.0	13.6	324.4
A1	35	35	35	0.0	22.8	51.4	22.8	2.8	25.7	351.1
Gender										
Female	68	68	68	0.0	35.2	44.1	13.2	7.3	20.5	341.2
Male	66	66	66	0.0	39.3	37.8	19.6	3.0	22.7	334.2
Race/Ethnicity										
Black (not Hispanic)	3	3	3	0.0	100.0	0.0	0.0	0.0	0.0	274.0
Hispanic	1	1	1	0.0	0.0	0.0	100.0	0.0	100.0	422.0
Multi-Race	7	7	7	0.0	42.8	42.8	14.2	0.0	14.2	327.7
White (not Hispanic)	123	123	123	0.0	35.7	42.2	16.2	5.6	21.9	339.2

Figure 4

Users who have been granted student level access by the LEA's security manager will see the columns, except MAP Index, are in blue font and underlined, which means they are also hyperlinks. When secure users click the link, a sub-report will give them a list of all the students considered in each column.

Definitions

1: Acc. - The Accountable column represents the total number of students enrolled during the time of the test administration.

2: Part. - The Participant column represents the total number of students who have a valid MAP score.

3: Rep. - The Reportable column represents the number of students who have a valid MAP score <u>after</u> accountability rules and exceptions have been applied.

4: Non-Participant (LND) (%) - The Non-Participant/Level Not Determined column represents the number of students who were Accountable but did not receive a valid MAP Score. A student will be considered LND if the student did not have a valid attempt on the test.

5: BB (%) - This column represents the percent of students scoring Below Basic on the MAP assessments.

6: B (%) - This column represents the percent of students scoring Basic on the MAP assessments.

7: P (%) - This column represents the percent of students scoring Proficient on the MAP assessments.

8: A (%) - This column represents the percent of students scoring Advanced on the MAP assessments.

9: PA (%) - This column represents the percent of students scoring Proficient or Advanced on the MAP assessments.

10: MAP Index - The MAP Index is the sum of the index scores for all students in the group being measured, divided by the total number of students and then multiplied by 100 and then truncated to the tenth.

Below is an image that displays an example when secure users click on the hyperlink in each column. The sub-report shown below displays the students included in the Accountable number/column for the Performance Total row.

Figure 5

Definitions

1: Content Area - The content area of the selected assessment.
2: Grade Code - The grade level in which the assessment was given. NOTE: A1 = Algebra I, GE = Geometry, A2 = Algebra II, E2 = English II, B1 = Biology and GV = Government.
3: Performance Level - The performance level earned on the assessment. A blank value means the student did not participate in the assessment.

Calculations for Measurement EA1: Academic Achievement Status – Performance Level Index

Student performance on tests administered through the MAP is reported in terms of four performance levels that describe a pathway to proficiency (Below Basic, Basic, Proficient, and Advanced). Each test is assigned a scale score that describes performance along a continuum. For EOC and GLA tests administered through the MAP, cut scores are designated for each exam, which define the student's performance level based on the scale score.

Scale Score	Performance Level
Below Cut Score 1	Below Basic
At or above Cut Score 1 but below Cut Score 2	Basic
At or above Cut Score 2 but below Cut Score 3	Proficient
At or Above Cut Score 3	Advanced

Table 6

Each cut score defines a range of possible scale scores associated with each performance level. The Performance Level Index assigns a point value to each student based on the student's position in the score range, truncated to the hundredth. Scale scores in the Below Basic range receive an index score between 1 and 2.99, scores in the Basic range receive a value between 3 and 3.99, scores in the Proficient range receive a value between 4 and 4.99, and scores in the Advanced range receive a value of 5. A student's Performance Level Index Score is proportional to their position in the score range. For example, a student at the very bottom of the Below Basic range would receive a Performance Level Index Score of 1. A student exactly in the middle of the Basic score range would earn a value of 3.5, and a student three- quarters of the way between Proficient and Advanced would earn a value of 4.75.

Scale Score	Performance Level Index Point Value
Below Basic	1-2.99
Basic	3-3.99
Proficient	4-4.99
Advanced	5

Table 7

For APR purposes, the MPI is calculated at the LEA or building level for each subject for the cohort of all students and the Student Group. Status, for the purposes of calculating APR points and classifying LEAs, is divided into four levels:
- Target
- On-Track
- Approaching
- Emerging

The MPI for an LEA, building, content area, and/or student group is calculated by summing the index scores for all students in the group being measured, dividing by the total number of students, and multiplying by 100 (truncated to the tenth). All reportable assessment results from a single accountability year (defined as all summer, fall, and spring administrations) and content area are combined when generating the LEA, school, or Student Group MPI.

Notes
- Assessment data are obtained from contracted testing publishers for GLA, EOC, and MAP-A assessments.
- Status calculations for the APR will include only assessment data from one school year.
- All MPI values are truncated to the tenth.

Cell Size

LEAs and schools with fewer than 30 students in the group of all students will be scored based on that year alone. For small cohorts, data suppression will be applied to public reports to preserve the anonymity of test-takers. LEAs and schools with fewer than 30 students in the Student Group for a particular content area will not receive points for that content area. Points will be removed from the numerator and the denominator of the APR percentage calculation.

Cell Size
Is the cell size greater than or equal to 30?

Yes
Status points awarded.
MPI data reported.

No
No status points awarded.
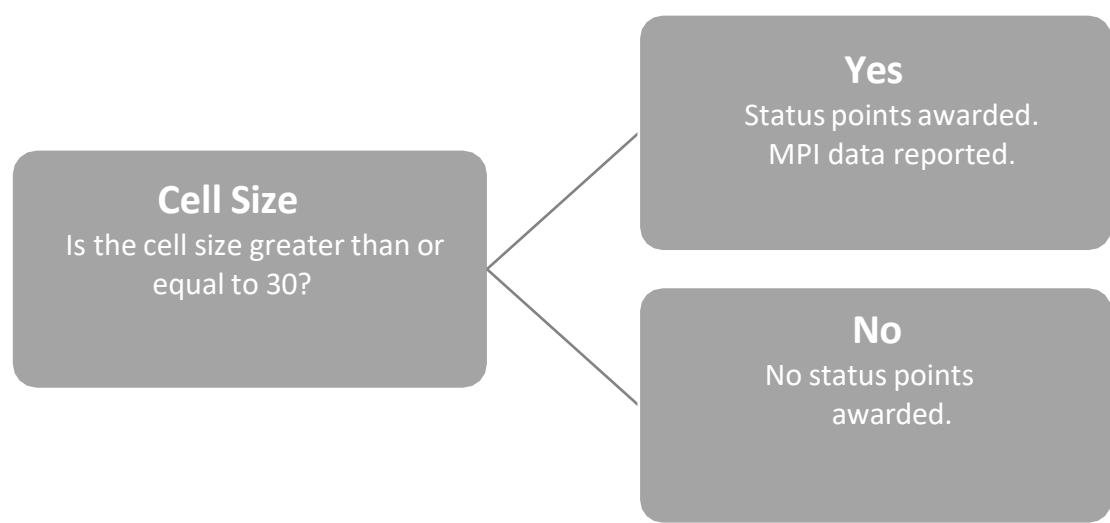
Figure 6

Example Calculation

In the following example of a single content area for a grade 6-8 school, performance levels generated through the GLA and the Algebra 1 EOC are utilized to generate an MPI. The following example calculates the mathematics MPI of a fictitious school serving five students in grades six through eight.

Step 1 – Scale score ranges for each Performance Level are determined for each grade being measured. Scale scores below Cut Score 1 receive a Performance Level of Below Basic, scale scores equal to or above Cut Score 1 and below Cut Score 2 are Basic, scale scores equal to or above Cut Score 2 and below Cut Score 3 are Proficient, and scale scores equal to or above Cut Score 3 are Advanced.

Grade	Minimum Scale Score (Lower Bound for Below Basic)	Cut Score 1 (Lower Bound for Basic)	Cut Score 2 (Lower Bound for Proficient)	Cut Score 3 (Lower Bound for Advanced)	Maximum Scale Score
6	260	388	417	438	580
7	270	394	435	462	600
8	310	420	468	506	660
Algebra 1	325	389	400	409	409 (and higher)
These cut scores are for illustration purposes only					

Table 8

Step 2 – Performance Levels are assigned to students according to their scale scores. DESE assigns a Performance Level Index Score to each reportable student according to where the student's scale score falls in the range of total possible scale scores for the Performance Level. Index Scores are assigned in the following manner:

Below Basic = 1 + 2*(Student Score - Minimum Scale Score)/(Cut Score 1 - Minimum Scale Score) Basic = 3 + (Student Score - Cut Score 1)/(Cut Score 2 – Cut Score 1)
Proficient = 4 + (Student Score - Cut Score 2)/(Cut Score 3 – Cut Score 2)
Advanced = 5

	Grade	Scale score	Performance Level	Performance Level Index Score
Student 1	06	389	Basic	3.5
Student 2	07	271	Below Basic	2.33
Student 3	07	395	Basic	3.75
Student 4	08	507	Advanced	5
Student 5	EOC	401	Proficient	4.6

Table 9

Step 3 – The Performance Level Index Scores for all students are added together, divided by the total number of reportable students, and multiplied by 100 (truncated to the tenth) to determine the MPI.

Total Index Points	Reportable Students		MPI
(3.5+2.33+3.75+5+4.6) /	5	= 3.836 * 100	383.6

Table 10

Targets and Scoring
All Students (MPI)

Status Designation	Emerging	Approaching	On-Track	Target
ELA	100-299.9	300-380.9	381-399.9	400-500
Mathematics	100-299.9	300-380.9	381-399.9	400-500
Science	100-299.9	300-371.9	372-399.9	400-500
Social Studies	100-299.9	300-371.9	372-399.9	400-500

Table 11

Student Group (MPI)

Status Designation	Emerging	Approaching	On-Track	Target
ELA	100 – 271.8	271.9 – 352.8	352.9 – 371.8	371.9 – 500
Mathematics	100 – 265.6	265.7 – 335.6	335.7 – 365.6	365.7 – 500
Science	100 – 278.9	279 – 343.9	344 – 371.9	372 – 500
Social Studies	100 – 278.9	279 – 346.9	347 – 378.9	379 – 500

Table 12

All Students (APR Points)

Status Designation	Emerging	Approaching	On-Track	Target
ELA	0	6	9	12
Mathematics	0	6	9	12
Science	0	2	3	4
Social Studies	0	2	3	4

Table 13

Student Group (APR Points)

Table 14

Status Designation	Emerging	Approaching	On-Track	Target
ELA	0	3	4.5	6
Mathematics	0	3	4.5	6
Science	0	1	1.5	2
Social Studies	0	1	1.5	2

Considerations for Continuous Improvement:

- Have data teams reviewed cohort data? Are there any noticeable trends?
- Have you looked at longitudinal data, including disaggregated data, from 2020-2024?
- What are the factors that may have influenced improvement or lack of improvement with scores?
- Is the curriculum aligned with the Missouri Learning Standards?
- Are school leaders and educators addressing and/or revising the goals/objectives/strategies of the Continuous Improvement Plan to reflect the areas of improvement needed?
- Are data teams using the data throughout the organization for school improvement?

MSIP 6 Performance Score - Standard EA1: Academic Achievement Growth

Growth in MSIP is calculated using the Missouri Growth Model. The Missouri Growth Model is a value-added model that estimates the systemic contributions of LEAs and schools to student achievement. Follow the link here for a presentation of the Growth Model by Dr. Eric Parsons (University of Missouri-Columbia).

Growth measures for MSIP 6 are determined by conducting a statistical analysis of all valid MAP score pairs. A valid MAP score pair is a score from grades four through eight with a score from the prior year and grade level. For example, a fourth-grade score with a valid third grade score from the prior year, both for the same student, is a valid MAP score pair. In this case, the fourth-grade score in the pair is the outcome score and the third-grade score from the prior year is the predictor score. A fourth grade MAP score with no third-grade score from the prior year would NOT be included in the statistical analysis because there is no valid predictor score to go with the outcome score.

Statistical analyses consider the valid score pairs for each student across the state, LEA and school average scores for the prior year, and other variables to generate a predicted outcome score for each student. The difference between the predicted score and the actual outcome score earned by the student, (i.e., the residual), is then used to determine school and LEA-level growth measures. Note that a score pair is assigned to an LEA and school when the MAP test that generated the outcome score was taken in that LEA and school, regardless of the LEA and school where the exam that generated the valid predictor score was taken.

Growth for Student Group students is calculated in the same manner as for the cohort of all students; however, only Student Group students are used in the calculation.

For APR purposes, the growth measure is calculated at the LEA or school level for each subject, for the cohort of all students, and the Student Group.

Data Used in Calculation:	MOSIS April Student Core (demographic data is used for MAP scores) MOSIS June Enrollment and Attendance MAP assessment data
MOSIS/Core Data Cycle:	April Cycle June Cycle
Reference Reports:	Data Downloads in the MCDS portal (see Appendix D for more information)
For Points to be Awarded:	Must have a minimum of 30 matched score pairs LEAs must assess 95% of students (at LEA and building level) in each content area Data must be verified by LEA (if data is not verified, points will not be awarded at a later date) Assessment MOSIS ID Clean-up trial **must be certified** by the deadline
Calculation in APR:	Up to 48 points (24%) awarded in Performance total

Calculations For Measurement

The Missouri Growth Model used in the state's LEA and school accountability framework is a regression-based statistical analysis of the observed relationships between prior and current year scores on the MAP exam. The statistical analysis is

conducted in two steps. The first step predicts MAP scores for individual students tested in the current year based on their prior year scores, and the average prior year scores for all students tested in their school and LEA, along with a few other variables described in more detail below.[1] The difference between the observed score and predicted score for each student (the student's residual) is the key value derived from the first-stage regression. Positive residuals indicate the student did better than predicted and negative residuals indicate the student's score was lower than predicted. The second-stage regression then groups students' residuals by LEA or school, and provides an average growth measure for each LEA or school, with a standard error that is used to evaluate the statistical significance of the resulting measures.

The following steps are conducted each year to estimate the Missouri Growth Model.
1. Standardize current year MAP scores
2. Construct score pairs for each student from current year and prior year MAP scores
3. Add data for other regression variables to the score pairs
4. Run stage 1 regressions and retrieve student residuals
5. Combine current year residuals with residuals from prior two years and run stage 2 regressions
6. Test average growth measures for statistical significance, then convert them to LEA- or school-level standard deviation units and percentiles for presentational purposes

Step 1 – Standardize current year MAP scores
All MAP score records with a scale score from the most recent testing year are retrieved and sorted by grade and subject. The mean and standard deviation for each subject and grade combination are calculated and used to convert the observed scale score values to z-scores. The z-score for a scale score in subject$_s$ and grade$_g$ is calculated using the following formula:

$$Z_{sg} = \frac{\text{(Observed Score - Mean Score}_{sg}\text{)}}{\text{Standard Deviation}_{sg}}$$

Conceptually, the z-score is a measure of how much a score differs from its sample mean, and is measured in standard deviation units. For example, a z-score of 1 indicates a scale score one standard deviation above the mean (roughly the 84th percentile) for the grade and subject, while a z-score of -1 indicates a scale score one standard deviation below the mean (roughly the 16th percentile) for the grade and subject. Using standardized scores allows combining scores with different scales in statistical analyses. Scale scores are standardized each year for the subject and grade level combinations shown below.

Subjects and grade levels where z-scores are calculated from MAP scale scores

English Language Arts	Math	Algebra I[2]
3	3	
4	4	
5	5	
6	6	
7	7	7
8	8	8

Table 15

Step 2 – Construct score pairs for current year MAP scores
A valid score pair for a student is a MAP score from the current year linked with a MAP score from the prior year in the same subject and prior grade level. The first score pairs available are constructed by matching grade 4 scores from the current year with grade 3 scores for the same student and subject from the prior year. The last score pairs available have

grade 8 scores matched to prior year, grade 7 scores, for the same student and subject.[3]

All matches are evaluated to make sure the grade from the prior year is one grade less than the grade for the current year. Cases where grade-level progression is not as expected are dropped (e.g., when a student is tested in the same grade two years in a row, or appears to have skipped a grade between years).

Step 3 – Add data for other regression variables to score pairs
The following variables are added to the records to be analyzed in the stage 1 regression.
- Student's prior year MAP score from the "other" subject. For example, if math is the subject being analyzed, then the prior year score from English language arts is added to the variables used to predict the current year math score; conversely, when growth is being estimated for English language arts, the prior year math score is the "other subject."[4] The other subject information is included as it improves the model's predictive ability. For example, if two students have the same prior year score in math, the model can leverage differences in prior year performance in communication arts to determine which student is predicted to score higher on the current year Math exam.
- An indicator variable changed from 0 to 1 when the student was in the school were tested less than a full academic year.
- The prior year average score in the same subject and the "other" subject for the school and LEA where the student was tested, calculated for all students who were tested in the school and LEA in the current year.
- The percent of students in the school and LEA who are flagged who were in the school where they took their MAP test less than a full academic year.
- The percent of students in the school and LEA with missing off-subject scores.

Step 4 – Run stage 1 regressions and retrieve residuals
A separate regression model is fit for each subject and grade combination, with the student's current year score as the outcome variable, and the student's prior year scores, and the variables listed under item 3 above, as predictor variables. There are five regressions run in English language arts and seven regressions run in math every year. Residuals from these regressions are calculated and saved with the LEA and school identifiers indicating where the student was tested in the current year.

Step 5 – Combine current year residuals with residuals from prior two years and run stage 2 regressions. All residuals for a subject from the current and prior two years are combined into a single data set and analyzed using a regression model that includes only school or LEA IDs as the predictor variables. When the predictor variable is LEA ID, then the stage 2 regression produces the average residual in a subject for each LEA based on all students tested in the LEAs over three years. When the predictor variable is school ID, then the stage 2 regression produces the average residual in a subject for each school based on all students tested in the schools over three years.[5]

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[1] The inclusion of both school and LEA-level average prior year scores is a model refinement implemented in 2018. In previous years, LEA-level averages were included in the first-stage model when estimating LEA growth and school-level averages were included when estimating school growth.
[2] Separate regressions are run for students in grade 7 or 8 who have an Algebra I End of Course exam score, so the mean and standard deviation for grade 7 Algebra I test takers are used to standardize the 7th graders' Algebra I scores and the mean and standard deviation for grade 8 Algebra I test takers are used to standardize the 8th graders' Algebra I scores. Note that students with Algebra I EOC scores are NOT included in the regressions for the grade 7 and grade 8 math scores.
[3] Students with Algebra I EOC scores in grades 7 or 8 are matched to prior year math scores from the prior grade. This means grade 7 Algebra I EOC scores are predicted by prior year grade 6 math scores and grade 8 Algebra I EOC scores are predicted by prior year grade 7 math scores.
[4] Students MUST have a prior year score from the same subject to be included in the growth model. However, those with a missing prior year "other" subject score are kept. The other subject score is set to the state mean z-score of zero, and a variable indicating that the other subject score is missing is set to 1. We also include an interaction term to allow the same-subject prior-year score to have more predictive weight in the case of missing other subject data. This method allows students with missing other subject scores to be kept in the stage 1 regression, while leveraging the available information to produce the best prediction possible.
[5] The standard errors of the stage 2 model are clustered at the student-level to account for repeated student observations over time. In addition, post-estimation Bayesian shrinkage methods are applied to the school and LEA estimates to account for varying degrees of noise across LEAs and schools.

Step 6 – Test average growth measures for statistical significance and convert them to LEA- or school-level standard deviation units and percentiles for presentational purposes. The student level residuals and the average residuals for LEAs and schools are initially reported in student-level exam score units. For example, a LEA-level English language arts measure of 0.07 means that, on average, students in the LEA scored 0.07 standard deviations higher than predicted on the MAP English language arts exam. The stage 2 regression results also include a t-statistic for each unit analyzed (LEA or school) that allows for determining if the average of student residuals in the unit is reliably distinguishable from zero.

Average residuals greater than zero and statistically significant indicate that, on average, MAP performance of students in the unit exceeded predicted performance in a statistically meaningful way. Average residuals less than zero and statistically significant indicate that, on average, MAP performance of students in the unit was below predicted performance in a statistically meaningful way. Average residuals that are not statistically significant cannot be reliably distinguished from zero, indicating that, on average, students' MAP performance in the unit was not reliably different from predictions.

Two additional conversions are also applied to the LEA- and school-level estimates. The first conversion takes the initial estimates measured in student exam score units and converts them to LEA (or school) level standard deviation units. For these measures, a value of 0.86 indicates that the LEA performed 0.86 standard deviations higher than the average LEA in the state in terms of student exam score growth in the relevant subject, while a measure of -0.52 indicates that the LEA performed -0.52 standard deviations lower than the average LEA in the state. The second conversion presents the same information in LEA (or school) level percentile measures. Here, a value of 65 indicates that the LEA is in the 65th percentile of LEAs in the state with respect to student exam score growth.

As a final note, it is important to realize that the various conversions described above are purely presentational in nature and have no impact on the estimation of the LEA (or school) effects, nor on their statistical significance.

Student Group Growth Measure Calculation
To produce Student Group growth measures, steps 5 and 6 from the above process are repeated using only student residuals from students identified as belonging to that student group. A student is identified as a member of the group if their MAP exam score records indicate the student is Black, Hispanic, direct certified (free lunch program), speak English as a second language, or receive special education services.[6] In addition, prior to step 6, the Student Group growth measures at each level (LEA or school) are re-centered to have an overall mean of 0. The re-centering modifies the interpretation of the average residual, so that a positive and statistically significant estimate indicates, relative to model predictions, Student Group students in the LEA or school are, on average, out-performing the Student Group students in other similar LEAs or schools across the state.[7] Similarly, a negative and statistically significant estimate indicates, relative to model predictions, Student Group students in the LEA or school are, on average, under-performing Student Group students in other similar LEAs or schools.

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[6] With the implementation of MSIP6, Free and Reduced Lunch (FRL) eligibility will be replaced with direct certification (from Social Services) of free lunch eligibility as a super-subgroup criterion.

[7] This is an additional model refinement introduced in 2018. In prior years, the super-subgroup measures were re-centered in such a way that the unit's super-subgroup students were compared to the average non-super-subgroup students in the state and provided a measure of achievement gap closing across student subgroups.

Targets and Scoring

All Students

Growth Designation	Emerging	Approaching	On-Track	Target
ELA	3	6	9	12
Mathematics	3	6	9	12
Science	1	2	3	4
Social Studies	1	2	3	4

Table 16

Student Groups

Growth Designation	Emerging	Approaching	On-Track	Target
ELA	1.5	3	4.5	6
Mathematics	1.5	3	4.5	6
Science	.5	1	1.5	2
Social Studies	.5	1	1.5	2

Table 17

Considerations for Continuous Improvement:

- What aspects of your continuous school improvement plan contribute to growth scoring?
- How do you monitor progress throughout the school year/curriculum timeline?
- Are educators and school leaders meeting regularly to discuss student achievement?

MSIP 6 Performance Score - Standard EA2: Graduation Rate

The high school graduation rate measure is designed to acknowledge LEAs and high schools for supporting students to and through their high school graduation. The measure recognizes graduation using the LEA's four-, five- , six- , and seven-year rates. Most students graduate within four years of entering high school. However, DESE recognizes that for a minority of students, graduating in five, six, or seven years may be the best choice. Because a high school diploma is a baseline credential necessary for many future opportunities, and because LEAs and schools are better able to determine the graduation timeline most beneficial and realistic for each student, APR graduation scores may be based on the four-, five-, six-, or seven-year graduation rate. In practice, most LEAs and schools are scored based on the four-year rate. However, in some cases (particularly for LEAs and schools with high proportions of cognitively disabled students, LEAs and schools with high mobility rates, LEAs that serve students with non-traditional education plans, or alternative schools) other graduation rates may be more representative of the LEA or school's contribution to student graduation rates.

The five-, six- and seven-year rates are calculated in the same manner as the four-year graduation rate. For example, the fifth-year students remain in their original cohort, and that cohort is recalculated based on the aggregate number of students graduating with a regular diploma within a five-year timeframe. The four-, five-, six- and seven-year graduation rates are calculated, and the highest of the four is used to determine if LEAs and schools have met the graduation rate target.

Only students graduating with a regular diploma, as outlined in the Graduation Handbook, count as a graduate. Students who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals, are not counted as graduates for the purposes of this calculation. This would generally be limited to those students with the most significant cognitive disabilities.

Data Used in Calculation: MOSIS June Enrollment and Attendance
June Student Core

MOSIS/Core Data Cycle: June Cycle

Reference Reports: Graduation Rate Report

For Points to be Awarded: Based on % of students who graduate within their original cohort (first 9th grade entry code) for 4-year, 5-year, 6-year, or 7-year highest

Calculation in APR: Up to 20 points (10%) awarded in Performance total. See Targets and Scoring table for more details.

Verifying Graduation Data

To verify the data used in the graduation rate calculation, login to the MCDS Portal and run the Graduation Rate Report. Click on "School Performance and Accountability" under the heading "Districts, Charters, & Schools in the Index (on the far left).
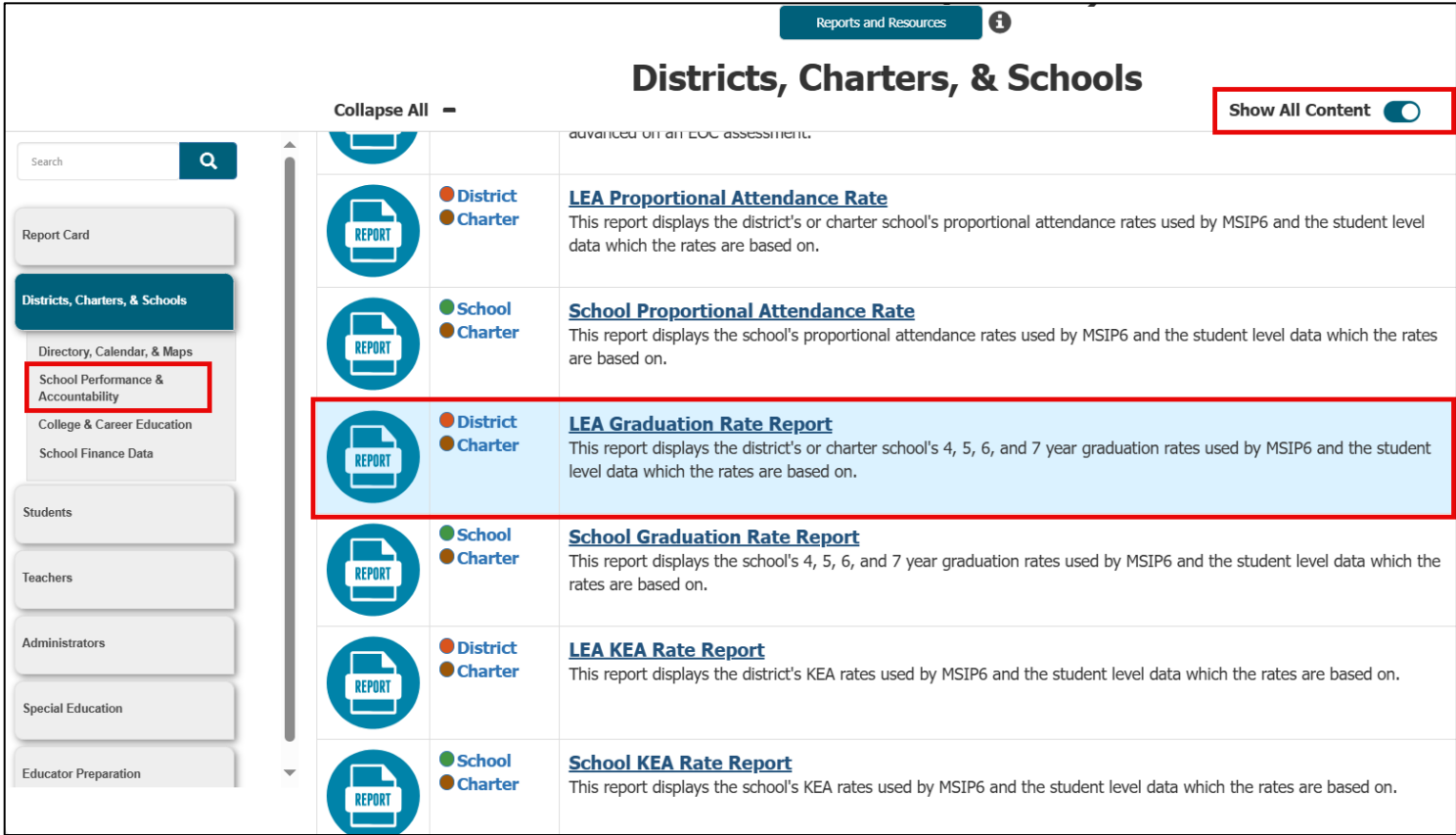
Figure 7

Once secure users have selected the LEA Graduation Rate Report or School Graduation Rate Report, select the APR Year (**1**), LEA(**2**) Year (**3**) and Graduation Rate (**4**) to review and then click the View Report button (**5**) on the upper-right corner.

Figure 8

Once secure users have selected filters and clicked View Report, a report similar to the image below will appear. This report shows the data used in the graduation rate for the APR.

2024 LEA Graduation Rate Report

This report displays the federally mandated adjusted cohort graduation rate. Students provides the percent of students in the cohort who graduated within four or five years.

Data for this report are updated nightly and may not align to similar data in other report

4 Year Graduation Rate	2024		
Overall Graduation	Number of Graduates	Number of Students	District Rate
Total Graduation Rate	312	353	88.3%
Gender			
Female	160	181	88.3%
Male	152	172	88.3%
Race/Ethnicity			
Asian or Pacific Islander	8	8	100.0%
Black (Not Hispanic)	97	114	85.0%
Hispanic	16	18	88.8%
Multi-Race	30	33	90.9%
White (Not Hispanic)	161	180	89.4%
Direct Cert			
No	228	246	92.6%
Yes	84	107	78.5%
IEP Disability			
No	270	302	89.4%
Yes	42	51	82.3%
Autism	4	4	100.0%
Emotional Disturbance	1	1	100.0%
Intellectual Disability	5	9	55.5%
Language Impairment	5	5	100.0%
Other Health Impairment	6	8	75.0%
Specific Learning Disability	16	19	84.2%
Speech Impairment	4	4	100.0%
Visual Impairment	1	1	100.0%
EL Student Participation			
No	307	347	88.4%
Yes	5	6	83.3%

The 2012 school year is the first year the 5 year adjusted cohort graduation rate was calculated.

PROD/00S-016-S5-MSIP6-LEA-Graduation Rate Supporting Detail

1

Number of Graduates comes from the June Student Enrollment and Attendance submission. It is a count of students with an exit code of G01 (Graduated) in the Year selected in the report filter. If this number does not appear to be correct, review the LEA's June Student Enrollment and Attendance submission. NOTE: After the Appeals window each year, a date is selected to "freeze" the data for the purpose of the APR calculation.

Number of Students comes from the number of students in the *cohort* for the Year selected in the report filter. A student's cohort year is determined using the First Freshman Year field in June Student Core. *Cohort* is defined as follows: *From the beginning of ninth grade, students who are entering that grade for the first time form a cohort that is subsequently adjusted by adding any students who transfer into the cohort later as ninth graders or within the next three years and subtracting any students who transfer out, immigrate to another country, or die during that same period.*

The District Rate is calculated by dividing the Number of Graduates by the Number of Students, in this example, 606/669, which is 90.5%. Note that the District Rate has blue font and is underlined. This indicates the number is also a hyperlink to a sub-report which will be discussed further in the narrative.

Figure 9

The Graduation Rate Report displays for all students (displayed as Total Graduation Rate). The report also allows users to review and compare disaggregated graduation rate data by gender, race, socioeconomic status (i.e. Direct Cert), IEP/IEP Disability, and EL Students.

Additionally, secure users will notice the graduation rate (displayed as District Rate) is blue and underlined. This means the

District Rate in the report serves as a hyperlink. That will take users to a sub-report that will give provide a list of all the students considered in the District Rate.

The sub-report can be used to verify the data for each cohort, which was submitted in the June Student Enrollment and Attendance files. The sub-report will contain a list of every student in the Number of Students count. The sub-report displays information about the student cohort, including how and when they entered and left the LEA during their high school career. The sub-report provides a list of students who are included in the selected student cohort. The report also includes exit data to identify students who have graduated. Below is an image of the LEA Graduation Rate sub-report.

LEA Graduation Rate Detail 2024

Return to: LEA Graduation Rate

Race: ALL
EL: ALL
Gender: ALL
Direct Cert: ALL
IEP Disability: ALL
Year: 2024
Grad Type: 4 Year District
Students in Cohort:

Current Year	State ID	Last Name	First Name	Middle Name	Entry Year	Entry Date	Entry District	Entry School	Entry Grade Level	Entry Status	Exit Year	Exit Date	Exit District	Exit School	Exit Code	Gender	Race	EL	IEP
2024					2024	8/22/2023			12	T105	2024	12/20/2023			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2023	5/19/2023			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2022	11/1/2021			09	T105	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	12/20/2023			G01				
2024					2021	8/24/2020			09	R101	2024	5/21/2024			R002				
2024					2021	8/24/2020			09	T104	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	12/20/2023			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	9/12/2023			D01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/31/2020			09	R101	2024	5/22/2024			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2023	5/25/2023			G01				
2024					2021	8/24/2020			09	R101	2024	5/19/2024			G01				
2024					2021	8/24/2020			09	R101	2024	5/22/2024			G01				

(Users with secure access will see student level information)

Figure 10

Definitions
1: Current Year - Current School Year (e.g. 23-24 School Year = 2024 Current Year)
2: Entry Year - Entry Year is the school year the student entered the cohort.
3: Entry Date - Entry Date is the date the student entered the cohort.
4: Entry Grade Level - Entry Grade Level is the grade the student entered the cohort.
5: Entry Status -Entry Status represents how the student entered the cohort. For a list of Entry Codes/Descriptions (a.k.a. Entry Status), go to: **FilespecCodeSets:2024CodeSets**
6: Exit Year - Exit Year is the school year the student, within the selected cohort, exited the LEA or remained in the LEA beyond the original cohort year.

7: Exit Date - Exit Date is the school year the student exited the LEA or remained in the LEA beyond the original cohort year.
8: Exit Code - Exit Code represents how the student exited high school for the most recent time. For a list of Exit Codes go to: FilespecCodeSets:2024CodeSets

NOTE: For the purposes of graduation rate calculation and reports, the following fields refer to students entering and exiting high school (grades 9-12), this includes students who have been promoted from 8th grade to 9th grade within the same LEA, as well as students who transfer into the LEA at any high school grade level. Students who have exited the LEA by transferring out, immigration, or death have been subtracted from the cohort and are not displayed in this report. Students who have graduated, remained in the LEA, or dropped out are included in report. For the purposes of calculating graduation rate, students who remain in the LEA beyond their assigned cohort year or who have an exit code of G03 (Graduated - Alternate Standards), are included in the denominator (cohort), but not the numerator (graduates). While all students displayed in this report come from the LEA's June Student Enrollment and Attendance files and June Student Core files, they may not all be listed in the most recent year's submission. For example, a student who graduates early will be counted in their original cohort, as reported in the June Student Core file. Also, students who dropout prior to graduation, will be included in their original cohort, rather than the year they dropped out (see Appendix C for more about corrections).

TIP: Download this report as a .CSV or Excel file. Once in one of those formats, sort or filter the report to group students by their Exit Code to easily see which students graduated, dropped out, etc. Users can also use the list to confirm that students are in the appropriate cohort and resubmit changes to MOSIS if there are errors (NOTE: The corrections window must be open for those changes to update the school/LEA APR).

Calculations for Measurement

Cohort year is calculated by adding four school years to the school year a student is first identified as a freshman into the MOSIS June Student Core, Enrollment, and Attendance submission to determine when graduation should typically occur. For example, a freshman who enters school in August of 2019 has a first freshman school year of 2019-20 and should be reported in MOSIS (FirstFreshmanYear = 2020). This student would be expected to graduate in the school year 2022-23 (Cohort Year = 2023). It is crucial that the first freshman school year is identified accurately for proper cohort year identification.

Example of the four-year cohort graduation rate calculation

Explanation of Calculations	Examples of Data	Examples of Calculations
1) The **four-year starting cohort**, defined as students who were first-year ninth graders four years ago, is determined.	2020 Starting Cohort First-year ninth graders in the 2018-19 academic year	1,025
2) The **four-year adjustments** are reported in the MOSIS June Student Enrollment and Attendance File.	Transfers In Students who transferred to the LEA during the years 2020, 2021, 2022, or 2023	125
	Transfers Out Students who transferred away from the LEA during the years 2020, 2021, 2022, or 2023	150
3) The **four-year adjusted cohort** is calculated based on reported adjustments.	Adjusted 4-year Graduation Cohort 2023 = Starting Cohort 2020 members + Transfers in – Transfers out	1025 + 125 -150 = 1000

4) The **number of cohort members who earned a regular high school diploma by the end of the starting cohort's fourth high school year = number of cohort graduates** reported in the MOSIS June Student Enrollment and Attendance.	Graduates Students who exited with a regular diploma.	900
5) The **four-year adjusted cohort graduation rate** is determined by dividing the number of cohort graduates by the number of first-time ninth graders in the starting cohort; plus, students who transfer in; minus students who transfer out, emigrate, or become deceased during the cohort's four high school years; multiplying by 100; then truncated to the tenth.	a) Number of four-year cohort members graduating in four years or less = 900 b) Number of adjusted cohort members = 1000	900 / 1,000 = 0.900 0.900 * 100 = 90.0%

Table 18

Notes

- **Four-Year Adjusted Cohort Graduation Rate Definition** – The four-year adjusted cohort graduation rate consists of the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class, truncated to the tenth. From the beginning of ninth grade, students who are entering that grade for the first time form a cohort that is subsequently adjusted by adding any students who transfer into the cohort later as ninth graders or within the next three years and subtracting any students who transfer out, immigrate to another country, or die during that same period.

Example of the five-year cohort graduation rate calculation

Explanation of Calculations	Examples of Data	Examples of Calculations
1) The **five-year starting cohort**, defined as students who were first-year ninth graders five years ago, is determined.	2019 Starting Cohort First-year ninth graders in the 2018-19 academic year	1,000
2) The **five-year adjustments** are reported in the MOSIS June Student Enrollment and Attendance File.	Transfers In Students who transferred to the LEA during the years 2019, 2020, 2021, 2022 or 2023	155
	Transfers Out Students who transferred away from the LEA during the years 2019, 2020, 2021, 2022 or 2023	150
3) The **five-year adjusted cohort** is calculated based on reported adjustments.	Adjusted 5-year Graduation Cohort 2023 = Starting Cohort 2019 members + Transfers in – Transfers out	1000 + 155 -150 = 1005

4) **The number of cohort members who earned a regular high school diploma by the end of the starting cohort's fifth year of high school = number of cohort graduates** reported in the MOSIS June Student Enrollment and Attendance.	Graduates - Students who exited with a regular diploma.	920
5) The **five-year adjusted cohort graduation rate** is determined by dividing the number of cohort graduates by the number of first-time ninth graders in the starting cohort; plus, students who transfer in; minus students who transfer out, emigrate, or become deceased during the cohort's four high school years; then multiplying by 100; then truncated to the tenth.	a) Number of five-year cohort members graduating in five years or less = 920 b) Number of adjusted cohort members = 1005	920 / 1,005 = 0.915 0.915 * 100 = 91.5%

Table 19

Notes

- **Five-Year Adjusted Cohort Graduation Rate Definition** – The five-year adjusted cohort graduation rate is calculated the same as the four-year with the exception that it includes both four- and five-year graduates in the fifth-year cohort.
- **Six-Year Adjusted Cohort Graduation Rate Definition** – The six-year adjusted cohort graduation rate is calculated the same as the four- and five-year rate with the exception that it includes four-, five-, and six-year graduates from the original ninth-grade cohort.
- **Seven-Year Adjusted Cohort Graduation Rate Definition** – The seven-year adjusted cohort graduation rate is calculated the same as the four-, five-, and six-year rate with the exception that it includes four-, five-, six-, and seven-year graduates from the original ninth-grade cohort.
- **Graduating Attendance Centers with grades 10, 11, 12 or 11, 12** – Attendance centers that do not include the ninth grade will use the same calculation as those attendance centers that include the ninth grade, with the exception of substituting the next lowest grade level taught in the attendance center beyond the ninth grade for the beginning of the adjusted cohort.
- All graduation rates are calculated in the same manner as the four-year rate except that the rate represents the number of students graduating within five, six, or seven years of their first first freshman year, respectively.

Targets and Scoring

Designation	4-, 5-, 6-, or 7-Year Rate	Points
Target	92.0 – 100	20
On-Track	82.0 – 91.9	15
Approaching	72.0 – 81.9	10
Emerging	0 – 71.9	0

Table 20

Considerations for Continuous Improvement:

- Does the LEA have process/timeline in place to enter and update student cohort information?
- Does the LEA have a plan to ensure June submission is accurate and on-time?

MSIP 6 Performance Score - Standard EA3: Follow-Up Rate of Graduates

The Follow-Up Rate measures the extent to which the students of an LEA or school pursue gainful opportunities after graduation. Points in this category are awarded to graduates who meet one of the five identified categories in the indicator: college enrollment, trade/technical school, employment, military service, and/or National or Community Service or Peace Corps*.

Data Used in Calculation: MOSIS June Enrollment and Attendance
MOSIS February Student Graduate Follow-up

MOSIS/Core Data Cycle: June Cycle
February Cycle
- This file is completed in February based on prior year graduates.
- Must include any students that dropped out and students who graduated early.
- All students that graduated prior year should be reported as:
    - College enrollment
    - Trade/technical school
    - Employment
    - Military service
    - National Service*
    - Not Available
    - Other
    - Unknown

Reference Reports: Graduate Follow-Up Report

For Points to be Awarded: Points are awarded based on percentage of positive placement of students after high school (submitted in MOSIS February follow up)

Calculation in APR: Up to 4 points (2%) awarded in Performance total. See Targets and Scoring Table for more details.

*Students serving in a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq) or the Peace Corps Act (22 U.S.C. 2504(a)). Examples include AmeriCorps, National Civilian Community Corps, Volunteers in Service to America, Senior Corps, USA Freedom Corps, President's Volunteer Service Award, Presidential Freedom Scholarship Program and FEMA Corps.

Verifying Graduate Follow-Up Data (MCDS portal)

To verify the data used in the graduate follow-up rate calculation, login to the MCDS Portal and run the LEA Graduate Follow-Up report. Select "Show All Content" in the upper-right corner and click on "School Performance and Accountability" under the heading "Districts, Charters, & Schools" in the Index (on the far left).
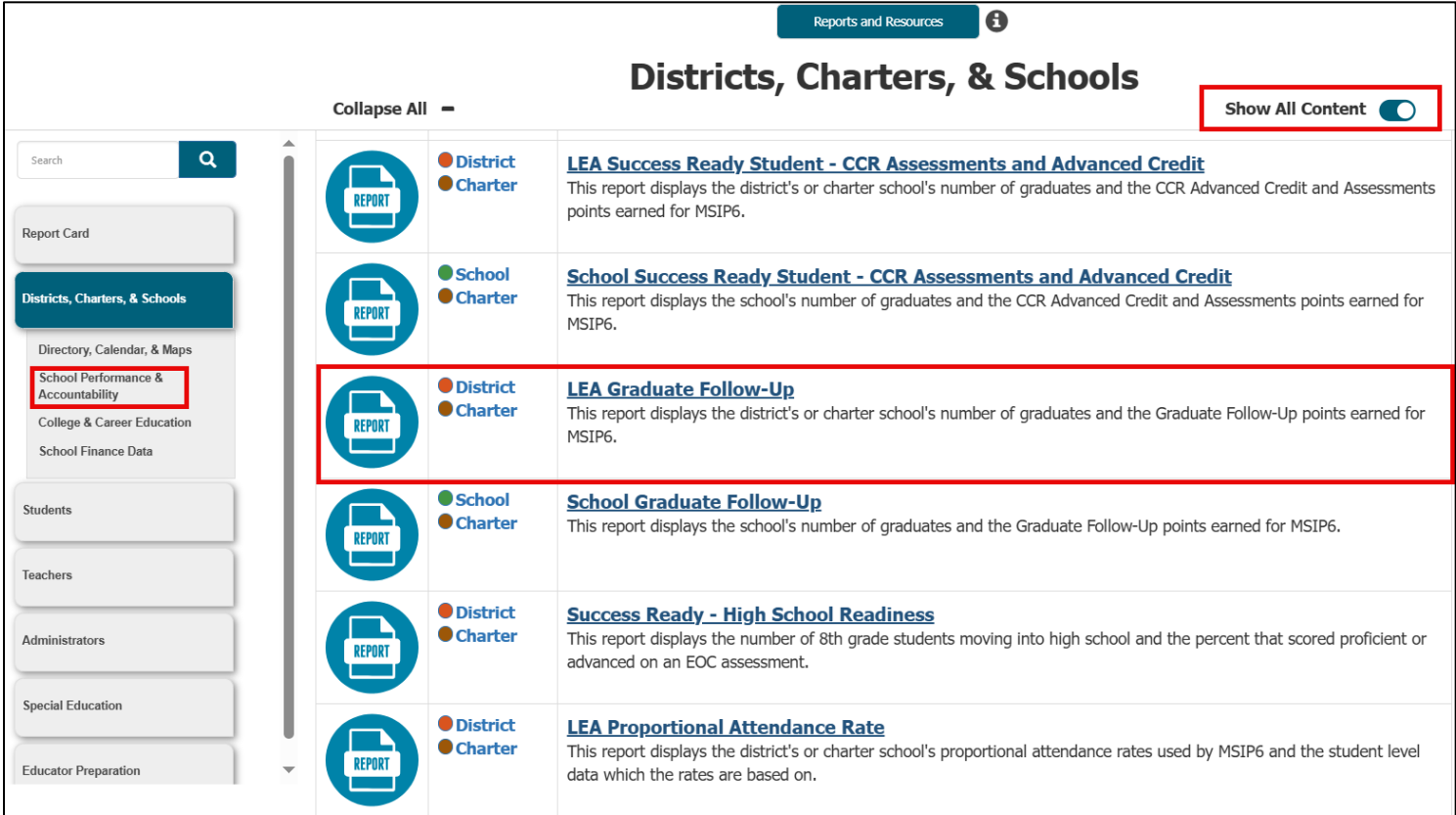

Figure 11

Once secure users have selected the LEA Graduate Follow-Up or School Graduate Follow-Up, select the APR Year (**1**), LEA (**2**) and Follow-Up Year (**3**) to review and then click the View Report button (**4**) on the upper-right corner.
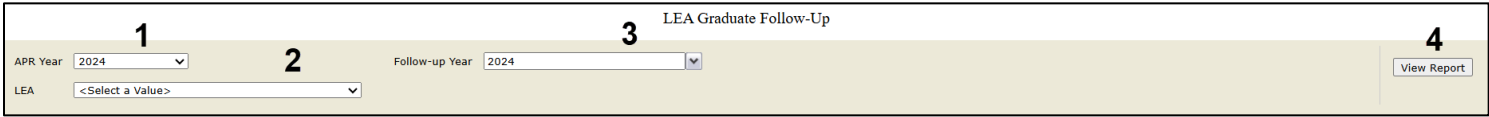
Figure 12

Select the appropriate filters and click 'View Report' to produce a report similar to the figure below. The Graduate Follow-Up report displays for all students (displayed as Total). The report also allows users to review and compare disaggregated graduate follow-up data by gender, race, socioeconomic status (i.e. Direct Cert), IEP/IEP Disability, and EL Students.

Additionally, notice the % Total Follow-Up Prior Year Graduates is blue and underlined. When secure users click the link, a sub-report will provide a list of all the students considered in the rate.

LEA Graduate Follow-Up 2024

This report displays the weighted score of graduates for Follow-Up. Reference the MSIP6 Comprehensive Guide

Data for this report are updated nightly and may not align to similar data in other reports.

Graduate Follow-Up	2024		
Overall	Total Prior Year Graduates	Total Follow-Up Prior Year Graduates	% Total Follow-Up Prior Year Graduates
Total	167	165	98.8%
Gender			
Female	78	78	100.0%
Male	89	87	97.8%
Race/Ethnicity			
Asian or Pacific Islander	2	1	50.0%
Black (Not Hispanic)	16	16	100.0%
Hispanic	16	16	100.0%
Multi-Race	12	11	91.7%
White (Not Hispanic)	121	121	100.0%
Direct Cert			
No	147	146	99.3%
Yes	20	19	95.0%
IEP Disability			
Autism	2	1	50.0%
Emotional Disturbance	4	4	100.0%
Intellectual Disability	1	1	100.0%
Language Impairment	2	2	100.0%
None	150	149	99.3%
Other Health Impairment	3	3	100.0%
Specific Learning Disability	4	4	100.0%
Speech Impairment	1	1	100.0%
EL Student Participation			
No	153	152	99.3%
Yes	14	13	92.9%

Figure 13

Note:
- Total Prior Year Graduates – this column includes the number of graduates from the prior school year. This number is based on June Enrollment and Attendance records from the prior year with an Exit Code indicating the student graduated. This number should match the number of graduates on the LEA Graduation Rate Report for the prior year. If this number does not appear to be correct, review the LEA's June Student Enrollment and Attendance submission.
- Total Follow-Up Prior Year Graduates – this column is the number of graduates who attend postsecondary education/training, serve in the military, are employed, or are serving in National or Community Service or Peace Corps within six months of graduation. The number is derived from data reported in the February Student Graduate Follow-Up submission.
- The %Total Follow-Up Prior Year Graduates – the numbers in this column are calculated by dividing the Total Follow-Up Prior Year Graduates by the Total Prior Year Graduates, in this example, 625/676, which is 92.5%.

The sub-report can be used to verify the follow-up data for each prior year graduate. Follow-up data is submitted in February Student Graduate Follow-Up files. The sub-report will contain a list of every student used in the calculation.

LEA Graduate Follow Up Detail

Return to: LEA Graduate Follow Up Report

# of Students:

Year	State ID	First Name	Last Name	Date of Birth	Placement **1**	Follow Up Status **2**	CTE Student	CTE Relation	CTE Program	CTE Program Description
2024					Y	Advanced Training	Concentrator (Participant)	Related	0404	MARKETING
2024					Y	4 Year	Concentrator (Participant)	Not Related	0404	MARKETING
2024					Y	4 Year	Concentrator (Participant)	Related	1004	PROJECT LEAD THE WAY
2024					Y	2 Year	Concentrator (Not Participant)	Related	1004	PROJECT LEAD THE WAY
2024					Y	Employment	Concentrator (Participant)	Related	0704	OC FAMILY AND CONSUMER SCIENCES
2024					Y	Employment	Less than One Credit	Not Related	0204	BUSINESS (REG-SEC)
2024					Y	4 Year	Concentrator (Participant)	Related	1004	PROJECT LEAD THE WAY
2024					Y	2 Year	Concentrator (Participant)	Related	0704	OC FAMILY AND CONSUMER SCIENCES
2024					Y	Employment	Less than One Credit	Related	0204	BUSINESS (REG-SEC)
2024					Y	Employment	Concentrator (Participant)	Not Related	0704	OC FAMILY AND CONSUMER SCIENCES
2024					Y	Employment	Participant	Related	0204	BUSINESS (REG-SEC)
2024					Y	Employment	Concentrator (Participant)	Related	0204	BUSINESS (REG-SEC)
2024					Y	Employment	Less than One Credit	Not Related	0704	OC FAMILY AND CONSUMER SCIENCES
2024					Y	2 Year	Concentrator (Participant)	Related	0204	BUSINESS (REG-SEC)
2024					Y	2 Year	Concentrator (Participant)	Related	0204	BUSINESS (REG-SEC)

Users with secure access will see student level information

Figure 14

Definitions

1: Placement indicates whether the student met one of the five identified categories in the indicator: college enrollment, trade/technical school, employment, military service, and/or National or Community Service or Peace Corps. Students who have a "Y" in this column have met the criteria for this standard. Students who have an "N" in this column have not met the criteria for this standard. NOTE: The count of Y values in this column should equal the column titled Total Follow-Up Prior Year Graduates on the main report.

2: Follow-Up Status contains a description of the type of placement the student had post-graduation (e.g. 2 Year, 4 Year, Employment). For a list of codes used for this dataset, go to: FilespecCodeSets:2024CodeSets/FollowUp_Status_Codes.

TIP: Download this report as a .CSV or Excel file. Once in one of those formats, sort or filter the report to group students by their Placement or Follow-Up Status.

Calculations for Measurement

The percent of students that count towards the post-secondary placement measure is determined by dividing the number of graduates meeting the criteria by the total number of graduates, multiplying by 100, then truncating to the tenth.

Explanations of Data	Examples of Data	Examples of Calculations
1) The **number of graduates** is based on June Enrollment and Attendance Records with an Exit Code indicating the student graduated.	Number of students who graduated (includes students who graduated without a traditional diploma).	385
2) The **number of graduates** who attend post-secondary education/training, serve in the military, are employed, or are serving in National or Community Service or Peace Corps within six months of graduation.	**Unduplicated Count** a) Number of graduates who attend post-secondary education = 147 b) Number of graduates who attend post-secondary training = 118 c) Number of graduates who join the military = 17 d) Number of graduates who are employed = 54 e) Number of graduates who serve in National or Community Service or Peace Corps = 3	147 + 118 + 17 + 54 + 3 = 339
3) The **percent of graduates who earned a qualifying score** is determined by dividing the number of graduates attend post-secondary education/training, serve in the military, are employed, or are serving in National or Community Service or Peace Corps within six months of graduation by the total number of graduates, multiplying by 100, then truncating to the tenth.	a) Number of graduates = 385 b) Number of graduates who earn a qualifying score = 339	339 / 385 = 0.88 0.881 * 100 = 88.0%

Table 21

Notes
- MAP-A students and students who graduated without a traditional diploma are INCLUDED in this measure.
- Data are obtained from the prior year MOSIS June Enrollment and Attendance file and February Student Graduate Follow-Up.
- This is a lagged indicator representing graduates from the preceding year(s).

Targets and Scoring

Designation	Target	Points earned
Target	90.0%-100%	4
On-Track	80.0%-89.9%	3
Approaching	70.0%-79.9%	2
Emerging	0-69.9%	0

Table 22

Considerations for Continuous Improvement:
- Does the LEA have processes and procedures in place to track graduates for follow-up?
- Does the LEA have a process in place to verify LEA/School Graduate Follow-Up Report data?

MSIP 6 Performance Score - Standard TL1: Success-Ready Students

The Success-Ready Student metric measures students' readiness for the next phase of their educational experience and holds LEAs accountable for providing students with the resources necessary to succeed at every level of their education. LEAs are also expected to demonstrate students' preparedness for future careers and/or postsecondary education.

As outlined in the MSIP 6 Standards and Indicators, the Success-Ready Standards and Supporting Indicators combine inputs and outputs. Output measures, which are found in this Performance section, measure student performance on college and career readiness (CCR) assessments, participation in advanced academic or career-oriented experiences (TL1J), and high school readiness (K-8 LEAs only) (TL1C).

Indicator	Description	Points Possible
TL1C (K-8 only)	High School Readiness	Up to 10 Points
TL1J (K-12 only)	CCR Assessment	Up to 10 Points
	Advanced Coursework	Up to 10 Points

Table 23

MSIP 6 Performance Score
Standard TL1C: High School Readiness (K-8 LEAs only)

Data Used in Calculation: MAP Assessment Score
MOSIS June Enrollment and Attendance

MOSIS/Core Data Cycle: April Cycle
June Cycle
ID Clean-Up

Reference Reports: Success-Ready – High School Readiness

For Points to be Awarded: 8th grade students with exit code 'R001' scoring proficient or advanced on ELA or Math GLA or EOC
95% of students must be assessed

Calculation in APR: Up to 10 points (5%) awarded in Performance total. See Targets and Scoring table for more detail.

Verifying Success Ready Students (K-8) Data

To verify the data used in the K-8 Success Ready Student calculation, login to the MCDS Portal and run the Success Ready – High School Readiness. Click on "School Performance and Accountability" under the heading "Districts, Charters, & Schools" in the Index (on the far left).

Figure 15

Select the Success Ready – High School Readiness report, select the APR Year (**1**)**,** LEA (**2**) and Year (**3**) to review and then click the View Report (**4**) button on the upper-right corner. Select the appropriate filters and click View Report to view a report like the image below. This report shows the data used in the High School Readiness rate for the APR.

Figure 16

The Success Ready – High School Readiness report displays for all students (displayed as Overall). The report also allows users to review and compare disaggregated high school readiness rates by gender, race, socioeconomic status (i.e. Direct Cert), IEP/IEP Disability, and EL Students. Users with student level access will notice the % 8th Graders Proficient or Advanced is blue and underlined. When secure users click the link, it will generate a sub-report that provides a list of all the students.

Succes Ready - High School Readiness	1	2 2024	3
Overall	Total 8th Grade Exiters	8th Graders Proficient or Advanced	% 8th Graders Proficient or Advanced
	12	10	83.3%
Gender			
Female	6	5	83.3%
Male	6	5	83.3%
Race/Ethnicity			
White (Not Hispanic)	12	10	83.3%
Direct Cert			
No	10	8	80.0%
Yes	2	2	100.0%
IEP Disability			
None	10	9	90.0%
Specific Learning Disability	2	1	50.0%
EL Student Participation			
No	12	10	83.3%

Figure 17

Definitions

1: Total 8th Grade Exiters - This column represents the count of 8th grade students who were reported in June Enrollment and Attendance file with an exit code of **R001** (Remained Advanced). Students with an exit code other than R001 are not included in the count.

2: 8th Graders Proficient or Advanced - This column represents the count of students who exited 8th grade with an R001 code who also scored Proficient or Advanced on an ELA or mathematics GLA or EOC assessment during their 8th grade year.
NOTE: Optional EOC assessments taken by 8th graders are included in the calculation of High School Readiness.

3: % 8th Graders Proficient or Advanced - This column calculates the High School Readiness rate by dividing the number of 8th Graders Proficient or Advanced (**2**) by the Total 8th Grade Exiters (**1**).

The sub-report can be used to verify the follow-up data for each prior year graduate. Follow-up data is submitted in the February Student Graduate Follow-Up files. The sub-report will contain a list of every student used in the calculation.

Figure 18

Definitions

1: EOC/GLA Test - This column displays the grade level of the EOC/GLA test taken (e.g. A1 = Algebra I EOC, 08 = 8th grade GLA)

2: Content Area - Lists the content are of the assessment (i.e. CA = Communication Arts and MA = Mathematics)

3: Performance Level Desc - Displays the Performance Level achieved by the student on the grade and content area assessment.

Calculation for Measurement

The percentage of K-8 students earning a qualifying score is determined by dividing the number of Grade 8 students who earned a qualifying score (proficient or advanced) on either an ELA or Mathematics GLA or EOC assessment by the total number of Grade 8 students, multiplying by 100, and truncating to the tenth.

The following example shows how to calculate the HSR percentage for a hypothetical LEA with the following number of Grade 8 students:

Total 8th Grade Exiters	Below Basic	Basic	Proficient	Advanced
63	12	15	26	10

Table 24

Combine the number of students scoring Proficient or Advanced on an ELA or Mathematics GLA or EOC assessment and divide by the number of enrolled students, then multiply by 100 and truncate to the tenth to determine the percentage of students earning a qualifying score.

(Proficient + Advanced)/Total = (26+10)/63 = 36/63 = 57.1%

In the case of this example, 57.1% of eighth-grade students in the LEA earned a score of Proficient or Advanced in ELA or mathematics, which results in a designation of "Approaching" for this measure.

Notes
- All available EOC assessments in ELA or Mathematics may be used toward TL1C: High School Readiness. If a student takes more than one EOC assessment, the assessment with the highest performance level will be used.
- Data are obtained from the MOSIS June Enrollment and Attendance file and from official testing companies.
- The cohort of students used in this calculation is defined as all eighth-grade students who advanced to ninth grade at the end of the year (exit code: R001).
- FAY does not apply to the HSR Standard.

Targets and Scoring

HSR Designation	Targets	Points assigned
Target	75.0% – 100%	10
On-Track	65.0% – 74.9%	7.5
Approaching	50.0% – 64.9%	5
Emerging	0.0% – 49.9%	0

Table 25

Considerations for Continuous Improvement:
- Is the LEA providing access to higher level content for students?
- Is there a system in place verify and submit data to DESE?
- How can the LEA monitor the assessment results?
- How often is the LEA addressing and/or revising the goals/objectives/strategies of the Continuous Improvement Plan to reflect the areas of improvement?

MSIP 6 Performance Score - Standard TL1J: Postsecondary Readiness (K-12 LEAs only)

Standard TL1J requires that students demonstrate preparedness for life after graduation through a variety of measures of postsecondary readiness. To compile the relevant data elements included in this component of the Success-Ready indicator, two separate scoring frameworks are used with equal weights assigned to both. The first component of the score for TL1J calculates a weighted score representing student achievement on various assessments of postsecondary readiness, and the second component measures the proportion of students participating in advanced coursework, career training, or other college and career preparation experiences. Postsecondary Readiness measures will be based on prior year corrected data.

Data Used in Calculation: MOSIS October Student Assignment
MOSIS October Course Assignment
MOSIS June Student Core
MOSIS June Enrollment and Attendance
MOSIS June Course Completion
Assessment files from vendors
ASVAB

MOSIS/Core Data Cycle: October Cycle
June Cycle

Reference Reports: Success Ready Student – CCR Assessments and Advanced Credit report

For Points to be Awarded: LEAs must participate in CCR ID Cleanup (retiring ID/duplicate ID process/clean-up)

Calculation in APR: Up to 10 points (5%) awarded in Performance total for CCR Assessment
Up to 10 points (5%) awarded in Performance total for Advanced Coursework
See Targets and Scoring table for more details.

Verifying College and Career Readiness (CCR) Assessment Data and Advanced Credit Data

To verify the data used in the CCR Assessment rate calculation, login to the MCDS Portal and run the 'LEA Success Ready Student – CCR Assessments and Advanced Credit' report. Click on "School Performance and Accountability" under the heading "Districts, Charters, & Schools" in the Index (on the far left).

Figure 19

Select the LEA Success Ready Student – CCR Assessments and Advanced Credit report or School Success Ready Student – CCR Assessments and Advanced Credit report, select the APR Year (**1**), LEA (**2**), and Graduation Year (**3**) review and then click the View Report (**4**) on the upper-right corner.

Figure 20

LEA Success Ready Student - CCR Assessments and Advanced Credit 2025

State assessments were not administered during the 2019-2020 school year due to the COVID – 19 Pande *have administered assessments or administered fewer assessments than in previous years leading to inco* *Elementary and Secondary Education will not generate the Annual Performance Report (APR), data report* *Portal.*

This report displays the weighted score of graduates for CCR Assessments and Advanced Credit. Referen for more information.

MSIP6 CCR Assessments and Advanced Credit Student APR Scores for: 2024 **1**

MSIP6 CCR Assessments and Advanced Credit All Student Scores for: 2024

Data for this report are updated nightly and may not align to similar data in other reports.   **2**

CCR Assessments and Advanced Credit **3**	Total Grads **4**	Total CCR Assessments	% CCR Assessments **5** 2024	Total CCR Advanced Credit **6**	% CCR Advanced Credit **7**
Overall					
		74.00	70.4%	89.25	85.0%
Gender					
Female		42.00	68.8%	53.50	87.7%
Male		32.00	72.7%	35.75	81.2%
Race/Ethnicity					
Asian or Pacific Islander		1.25	125.0%	1.25	125.0%
Black (Not Hispanic)		16.00	69.5%	20.50	89.1%
Hispanic		54.00	69.2%	64.25	82.3%
White (Not Hispanic)		2.75	91.6%	3.25	108.3%
Direct Cert					
N		60.50	69.5%	72.50	83.3%
Y		13.50	75.0%	16.75	93.0%
IEP Disability					
N		70.75	73.6%	82.25	85.6%
Y		3.25	36.1%	7.00	77.7%
EL Student Participation					
N		61.75	79.1%	72.00	92.3%
Y		12.25	45.3%	17.25	63.9%

Figure 21

Definitions
1: MSIP 6 CCR Assessment and Advanced Credit Student APR Scores for current year – The blue and underlined year indicates a hyperlink. Secure users who click on the hyperlink will see a list of all graduates and the assigned weights for each of the CCR Assessments and Advanced Credit earned by each graduate for evaluation in the APR. An example of the report is shown below. Note the CCR Assessments Score and CCR Advanced Credit Score columns. These columns represent the highest assigned weight in each of their respective assessments/courses for each student.

2: MSIP 6 CCR Assessments and Advanced Credit All Student Scores – The blue and underlined year indicates a hyperlink. Once secure users click on the hyperlink a list of students and all of their CCR assessment scores and Advanced Credit assessment scores. There is a separate row of data for each assessment entry. The assessments and scores shown below are all for the same student.

3: Total Graduates - The total number of prior year graduates (exit code = G01) as reported in the June Enrollment and Attendance submission. MAP-A students who graduate on goals (exit code = G03) and do not receive a traditional diploma

are excluded from Total Graduates.

4: Total CCR Assessments - Students taking the ACT®, SAT®, WorkKeys®, ACCUPLACER® and/or ASVAB® are assigned a weight between 0.25 and 1.25, based on their performance. If a student takes multiple assessments, the assessment assigned the highest weight is used. Students who do not participate in one of the Department-approved assessments receive a weight of zero (0). Assessment data for ACT®, SAT®, WorkKeys® and Accuplacer® are provide by the respective testing companies; data are provided by LEAs in the yearly MOSIS ASVAB collection. The Total CCR Assessments value is calculated by summing the highest weight assigned to each student based on their performance on Department-approved assessments of college and career readiness .

5: %CCR Assessments - This value is calculated by taking the Total CCR Assessments divided by the Total Grads.

6: Total CCR Advanced Credit - Students successfully competing advanced coursework or earning advanced credentials in high school are assigned a weight of 0, 1, or 1.25, based on their performance. If a student takes multiple advanced courses/credentials, the course assigned the highest weight is used. Successful completion of advanced coursework or advanced credentials is demonstrated through scores on AP®, IB®, or PLTW®; department-approved Industry Recognized Credentials (IRCs) or stackable credentials; or qualifying grades in department-approved dual credit, dual enrollment, AP®, or IB® courses. Scores on the AP®, IB®, and PLTW® exams are reported by the testing company. Scores on department-approved dual credit courses, dual enrollment, early college, AP® courses and IB® courses are reported by the LEA in the October Course Assignment file and the June Student Course completion file. The Total CCR Advanced Credit value is calculated by summing the highest weighted value assigned to each student.

7: % CCR Advanced Credit - This value is calculated by taking the Total CCR Advanced Credit divided by the Total Grads. The report displays for all students (displayed as Overall). The report also allows users to review and compare disaggregated CCR data by gender, race, socioeconomic status (i.e. Direct Cert), IEP/IEP Disability, and EL Students. Additionally, the % CCR Assessments value and % CCR Advanced Credit value are blue and underlined, which means they are also hyperlinks. When users click the link, it will take them to a sub-report that will provide a list of all the students considered in each rate.

LEA Success Ready Student - CCR Assessments and Advanced Credit

Graduation Year	State ID	First Name	Last Name	District Name	School Name	ACT	ACT WorkKeys	SAT	ASVAB	Accuplacer	CCR Assessments Score	AP Exam	AP Course	IB Exam	IB Course	Dual Credit	Dual Enroll	IRC	Stackable Credentials	PLTW	CCR Advanced Credit Score
2024						0.25			0.25		0.25						1.00				1.00
2024						0.75			0.75		0.75							1.00			1.00
2024									0.75		0.75						1.00				1.00
2024									0.25		0.25										
2024									0.25		0.25										
2024						0.25			0.25		0.25										
2024									0.75		0.75										
2024									0.25		0.25										
2024									0.25		0.25										
2024						0.75			0.75		0.75							1.00				1.00

Figure 22

Definitions
A. CCR Assessments Score – Displays the highest weight assigned to each of the CCR assessments taken by a student.
B. CCR Advanced Credit Score – Displays the highest weight assigned to each of the Advanced Credit measures taken by a student.

The sub-reports can be used to verify the data for each graduate submitted in the June Student Enrollment and Attendance files. The sub-report will contain a list of graduates, and the points earned by each graduate under CCR Assessments and/or CCR Advanced Credit. Students who take multiple assessments and/or multiple advanced credit courses will earn a

weighted score for each assessment/course taken. For example, a student took the ACT and received a weighted score of .25. That same student also took the ACCUPLACER and earned a weight of .75. The Assessment Highest column shows .75 because that is the higher of the two weights earned by the student and will be used in the APR calculation.

Graduation Year	State ID	Last Name	First Name	District Name	School Name	**1** Test Date/Year	**2** Assessment Measure Name *	**3** Assessment Subject Name	**4** Assessment Score
2024						20230322	ASVAB	ENTRANCE SCORE	
2024						2024	Dual Credit	ALGEBRA	
2024						2024	Dual Credit	ENTREPRENEURSHIP	
2024						20240301	ACT	COMPOSITE	
2024						20240130	ASVAB	ENTRANCE SCORE	
2024						2023	Dual Credit	ALGEBRA	
2024						2024	Dual Credit	CAREER EDUCATION	
2024						2024	Dual Credit	SOCIOLOGY	
2024						2024	IRC	Culinary Arts-AAFCS	
2024						20240403	WORKKEYS	NCRC LEVEL	
2024						20240201	ACT	COMPOSITE	
2024						20240130	ASVAB	ENTRANCE SCORE	
2024						2023	Dual Credit	ALGEBRA	
2024						2024	Dual Credit	CAREER EDUCATION	

(Center of table: "Users with secure access will see student level information")

Figure 23

Definitions
1: Test Date/Year – Displays the year the assessment was taken.
2: Assessment Measure Name – Displays the name of each assessment taken by the student.
3: Assessment Subject Name – Displays the content of each assessment taken by the student.
4: Assessment Score – Displays the score earned on each assessment taken by the student.

Calculations for Measurement: CCR Assessments

The CCR Assessments calculation assigns a weighted ratio to each LEA based on student participation and performance on department-approved assessments of college and career readiness. Department approved measures are represented by the following: ACT®, SAT®, WorkKeys®, ACCUPLACER®, and ASVAB. Scores on any of these assessments count toward the CCR Assessment calculation. In order to allow comparison of scores on different exams, a weighted score between 0.25 and 1.25 is assigned to each student with a valid score on one of the approved exams. A matrix of approximately equivalent college and career readiness assessment scores can be found in Appendix E.

Step 1 - Determine the number of prior year graduates (2024 graduates) with a qualifying score on any of the approved options, and multiply by associated point value.

Explanations of Calculations	Examples of Data	Examples of Calculations
Prior year graduates are assigned a weighted point value based on their scores on department-approved college and career readiness exams. Approximate equivalent exam scores are used to establish comparability of scores on different assessments. The exam contributing the highest approximate equivalent score is used for each prior year graduate.	**Unduplicated Count** Number of prior year graduates who score at, or above, a 26 on the ACT® or who demonstrate comparable performance on a department-approved measure multiplied by 1.25	18 * 1.25 = 22.5
	Number of prior year graduates who score at, or above, a 22 on the ACT®, but below a 26, or who demonstrate comparable performance on a department-approved measure multiplied by 1	43 * 1 = 43
	Number of prior year graduates who score at, or above, an 18 on the ACT®, but below 22, or who demonstrate comparable performance on a department-approved measure multiplied by 0.75	52 * 0.75 = 39
	Number of prior year graduates who participate in a department-approved measure of college and career readiness, but score below comparable performance of an 18 on the ACT® multiplied by 0.25	23 * 0.25 = 5.75
	Number of prior year graduates without a score multiplied by zero	19 * 0 = 0
	Total weighted points earned	22.5 + 43 + 39 + 5.75 + 0 = 110.25

Table 26

Step 2 - Divide the number of weighted points earned by the number of prior year graduates and multiply by 100, truncated to the tenth.

Total Points Earned		Number of Graduates						
110.25	/	155	=	0.711	*	100	71.1%

Table 27

Notes:
- The number of prior year graduates is based on June Enrollment and Attendance Records. MAP-A students who graduate on goals (exit code = G03) and do not receive a traditional diploma are EXCLUDED from this calculation.
- Assessment data for ACT®, SAT®, WorkKeys® and ACCUPLACER® exams are provided by the respective testing companies; ASVAB data are provided by LEAs in the yearly MOSIS collection.

Calculations for Measurement: Advanced Coursework

The Advanced Coursework calculation assigns a weighted ratio to each LEA based on the number of prior year graduates participating in advanced coursework or earning advanced credentials in high school. Successful completion of advanced coursework or advanced credentials is demonstrated through scores on AP®, IB®, or PLTW®; department-approved Industry Recognized Credentials (IRCs) or stackable credentials; or qualifying grades in department-approved dual credit, dual enrollment, AP®, or IB® courses.

Step 1 - Determine the number of prior year graduates with a qualifying score on any of the approved options, and multiply by associated point value.

Explanations of Calculations	Examples of Data	Examples of Calculations
Weighted scores are assigned to prior year graduates earning a qualifying score on an AP®, IB®, PLTW®; earning a qualified IRC or two qualifying stackable credentials; or earning a qualifying grade in department-approved advanced coursework. The metric contributing the highest score is used for each prior year graduate.	**Unduplicated Count** Number of prior year graduates who score at, or above, a three on an AP® exam, or who score at, or above, a four on an IB® exam multiplied by 1.25	16 * 1.25 = 20
	Number of prior year graduates who score proficient on a department- approved IRC assessment, earn "accomplished" or "distinguished" on a PLTW® assessment, or earn **two** stackable credentials, multiplied by one	12 1 = 12
	Number of prior year graduates who earn a "B" or greater in a department- approved dual credit course, dual enrollment course, early college course, AP® course, or IB® course multiplied by one	41 1 = 41
	Number of prior year graduates without a qualifying score or grade on an approved measure multiplied by zero	81 * 0 = 0
	Total weighted points earned	20 + 12 + 41 + 0 = 73

Table 28

Step 2 - Divide the number of weighted points earned by the number of prior year graduates and multiply by 100, truncated to the tenth.

Total Points Earned		Number of Graduates					
73	/	150	=	0.487	*	100	48.7%

Table 29

Notes:
- The number of prior year graduates is based on June Enrollment and Attendance Records with an Exit Code indicating the student graduated. MAP-A graduating on goals (exit code = G03) that do not receive a traditional diploma are EXCLUDED from this measure.
- Scores on the AP®, IB®, or PLTW® exams are reported by the testing company. Scores on a department-approved IRC are reported by the LEA in MOSIS. Grades earned in department-approved dual credit courses, dual enrollment, early college, AP® courses and IB® courses are reported by the LEA in MOSIS.

Targets and Scoring: CCR Assessment

Designation	Targets	Points assigned
Target	71.5%-100%	10
On-Track	67.2%-71.4%	7.5
Approaching	40.0%-67.1%	5
Emerging	0.0% - 39.9%	0

Table 30

Targets and Scoring: Advanced Coursework

Designation	Targets	Points assigned
Target	47.8%-100%	10
On-Track	43.9%-47.7%	7.5
Approaching	5.0%-43.8%	5
Emerging	0.0%-4.9%	0

Table 31

Consideration for Continuous Improvement:

- Is the LEA providing access to assessments for students?
- Are assessment scores of these students correctly reported to DESE?
- How can the LEA monitor the assessment results?
- How often is the LEA addressing and/or revising the goals/objectives/strategies of the Continuous Improvement Plan to reflect the areas of improvement?
- Are dual credit/dual enrollment opportunities provided to students?
- Are opportunities provided for students to participate in department-approved Industry Recognized Credentials or stackable credentials?
- Is there a process in place to make sure these opportunities are accurately reported in MOSIS?

MSIP 6 Continuous Improvement - 2025 APR

The majority of the Continuous Improvement section of the MSIP 6 APR consists of the Continuous Improvement Process and Cycle – hereafter referred to as "Improvement Planning and Implementation." The Improvement Planning and Implementation process represents the set of daily inputs and activities an LEA does to continuously improve and support student growth and development. Collectively, the elements of the Improvement Planning process account for how the LEA works to create a school environment conducive to student learning and to improve practices to serve students.

Improvement Planning metrics are LEA centered and focus on creating an educational environment that helps students succeed. By contrast, the Performance Score components show if the LEA is meeting the state standards for student-centered measures of academic achievement.

Improvement Planning is an on-going process. Some initiatives may take multiple years to implement and yield results. Therefore, the following provisions apply to the Improvement Planning scoring process: On the 2025 APR, LEAs will receive carryover points from the 2024 APR CSIP Continuous Improvement section. If they received all 42 points on the 2024 CSIP Continuous Improvement section, then they will receive 42 points on the 2025 APR. See Appendix J for more information on Round 2, Cycles 1 and 2, and how points will be awarded in Continuous Improvement in future APR years.

Data Used in Calculation: Continuous School Improvement Plan*
Response to Standards*
Climate and Culture Survey
Required Documentation
     Audit
     Annual Secretary of the Board Report (ASBR)
     Timely Submission of MOSIS/Core Data
Success Ready Students
     Kindergarten Entry Assessment (KEA)
     Attendance
Individual Career and Academic Plan

Submission Cycle: See details in sections for each standard below.

Reference Reports: The CSIP Verification Scoring Form (Appendix R) provides an example of how points may be awarded.

For Points to be Awarded: Timely submission of required documentation to the Area Supervisor.

Calculation in APR: 60 points possible in the Continuous Improvement Score; 30% of overall APR

*2024 points earned/points possible will be carried over to 2025 APR.
Calculations for Measurement

2025 Annual Performance Report (APR)	
LEAs will receive carryover points from the following 2024 APR CSIP Continuous Improvement categories.	
Category	**Carryover Points Possible**
Continuous School Improvement Plan (CSIP)	30
Response to Standards	8
Climate and Culture Survey	4
LEAs will earn points in the following Continuous Improvement categories.	
Category	**Points Possible**
Required Documentation Audit (2 points) Annual Secretary of the Board Report (ASBR) (2 points) Timely Submission of MOSIS/Core Data (2 points)	6
Success Ready Students Kindergarten Entry Assessment (KEA) (4 points) Attendance (4 points) Individual Career and Academic Plan (ICAP) (4 Points)	12
Total Points Possible	60

Table 32

Charter Schools and CSIP

The purpose of this section is to establish a framework for Continuous School Improvement Plans (CSIP) in charter schools that are not statutorily obligated to follow state-mandated improvement plans. Evaluation of CSIPs follows guidelines outlined in the Comprehensive Guide. Area Supervisors monitor progress, evaluate outcomes, and hold the school accountable for meeting the CSIP goals. While CSIP goals for charter schools may mirror their strategic plan, performance goals, or even goals in their charter contract, the monitoring of the charter's progress performance is the responsibility of the sponsor who decides whether to use any of the CSIP monitoring outcomes.

Compliance and Enforcement

Nonparticipation in the CSIP process will result in an exclusion of points. Points will be subtracted from the numerator. Under MSIP 6 charter schools that opt out will continue to monitor their academic progress and be subject to sponsor renewal.

Notification

Charter schools that want to participate in the CSIP process are asked to do the following:
- Contact the Area Supervisor and the Office of Quality Schools (qualityschools@dese.mo.gov) to determine an appropriate timeline for development and review.

Charter schools that do not want to participate in the CSIP process are asked to do the following:
- Notify their sponsor of their decision to opt-out.
- Provide an opt-out letter to the Director of Charter Schools.
- Points will be excluded from the numerator.

Improvement Planning Review Cycle 2

LEAs will be placed in two rounds. Area Supervisors will notify LEAs of their round placement. Feedback regarding reviews will be provided by Area Supervisors following each review round. Cycle two of improvement planning review will impact the 2026 and 2027 APR. See Appendix R for more details.

Cycle 2	Start Date	Due Date	Review Period
Round 1 LEAs	August 2025	December 31, 2025	January 1 – March 31, 2026
Round 2 LEAs	August 2026	December 31, 2026	January 1 – March 31, 2027

Table 33

MSIP 6 Continuous Improvement Score - Standard: TL1 Success-Ready Students

Unlike the Success-Ready portion of the Performance score, which allocates points based on test outcomes, the Success-Ready Continuous Improvement score measures inputs to the educational process. These educational inputs represent factors that help create an environment conducive to learning and helping students reach their full potential. The Success-Ready portion of the Continuous Improvement score measures attendance, career and academic planning assistance, and assessment of kindergarten students for school-readiness.

The following Standards and Indicators are measured in the Success-Ready portion of the Continuous Improvement Cycle: TL1A: School Entry Readiness; TL1B: K-12 Regular Attendance; TL1D: Individual Career Academic Plan (ICAP) Completion.

Indicator	Description	Points possible
TL1A	School Entry Readiness	4
TL1B	K-12 Regular Attendance	4
TL1D	ICAP Completion	4

Table 34

Standard TL1A: School Entry Readiness (KEA)

Children entering school for the first time bring with them a unique set of skills and behaviors based on personal characteristics, experiences, and development, which contributes to the child's ability to succeed in a school environment. Because school readiness is different for every child, a proper understanding of a child's cognitive and behavioral development upon school entry is crucial to providing appropriate instruction and preparing the child to succeed in school.

Data Used in Calculation: Core Data Screen 36 – Kindergarten Readiness – report assessment used
MOSIS October Student Core Submission – KEA participation

MOSIS/Core Data Cycle: October Cycle

Reference Reports: KEA Rate Report

For Points to be Awarded: A minimum of 95% of kindergarten students must be assessed
LEAs must use one of three approved assessments and report in Core Data (Screen 36):
- Brigance Inventory of Early Development II Standardized (IED III Standardized)
- Desired Results Developmental Profile for Kindergarten (DRDP-K) – Essential
- Kindergarten Observation Form (KOF)

Calculation in APR: Up to 4 points (2%) reported in Continuous Improvement score. See Targets and Scoring table for more details.

Verifying Kindergarten Entry Assessment (KEA) Data

To verify the data used in the KEA rate calculation, login to the MCDS Portal and run the LEA KEA Rate Report. Click on "School Performance and Accountability" under the heading "Districts, Charters, & Schools" in the Index (on the far left).

Figure 24

Once secure users have selected the LEA KEA Rate Report or School KEA Rate Report, select the Year (**1**), LEA (**2**), and click View Report (**3**). Once filters have been set and View Report is clicked, a report showing the data used in the KEA rate for the APR will be displayed.

Figure 25

2024 LEA KEA Rate Report

Data for this report are updated nightly and may not align to similar data in other reports.

	2024		
	Number of Students	Number of KEA Students	District KEA Rate
Total KEA Rate	193	193	100.0%
Gender			
Female	88	88	100.0%
Male	105	105	100.0%
Race/Ethnicity			
Asian or Pacific Islander	15	15	100.0%
Black (Not Hispanic)	13	13	100.0%
Hispanic	14	14	100.0%
Multi-Race	18	18	100.0%
White (Not Hispanic)	133	133	100.0%

Figure 26

Note:
- Number of Students – refers to total number of kindergarten students reported in the October Student Core file. To view the Student Grade Level Codes, go to FilespecCodeSets:2024CodeSets/Student_Grade_Level_Codes.
- Number of KEA Students – represents the total number of students who have a value in the K Readiness fields (i.e. KG Physical Well-being and Motor, KG Social and Emotional, KG Cognition and General Knowledge, KG Approaches Toward Learning, KG Language and Literacy) in the October Student Core file.

Kindergarten Readiness fields and descriptions for October Student Core:

KG Physical Well-being and Motor - Report yes, no, or not assessed as to whether the child has age-appropriate physical abilities, including gross and fine motor skills.

KG Social and Emotional - Report yes, no, or not assessed as to whether the child has age-appropriate behaviors, including the ability to express emotions, build relationships with adults and peers, develop a sense of personal identity, and work cooperatively with others.

KG Cognition and General Knowledge - Report yes, no, or not assessed as to whether the child has age-appropriate thinking and problem-solving skills as well as knowledge about particular objects and the way the world works, including mathematical knowledge, abstract thought, and imagination.

KG Approaches Toward Learning - Report yes, no, or not assessed as to whether the child has age-appropriate use of skills and knowledge, including curiosity, creativity, confidence, persistence, and initiative.

KG Language and Literacy - Report yes, no, or not assessed as to whether the child has age-appropriate communication skills such as listening, speaking, and phonological awareness as well as early literacy skills for print awareness, story sense, early writing, and the connection of letters to sounds.

For KEA, there is an additional step in the data verification process to ensure LEAs APR points. The Kindergarten Readiness assessment used by the LEA must be entered on Screen 36 of Core Data. If this step is not completed, **LEAs will not earn points on the School Readiness standard on the APR, regardless of the rate displayed on the LEA KEA Rate Report in the MCDS Portal**.

To ensure Screen 36 is completed, login to DESE Web Apps and select "Core Data Collection" under Secure Access. Once secure users are logged in, make sure the correct Year (**1**) is selected, choose the October Cycle (**2**) under the Core Data Collection list, and make sure the October cycle reads "OPEN" under Cycle Status (**3**)

Figure 27

Once on Screen 36 – Kindergarten Readiness – select the assessment used by the LEA and click "Save".

Figure 28

Notes

- Kindergarten Entry Assessment participation data is collected in the October MOSIS collection cycle.
- DESE requires administration of one of the following approved KEAs: the Brigance Inventory of Early Development II Standardized (IED III Standardized), the Desired Results Developmental Profile for Kindergarten (DRDP-K) – Essential, or the Kindergarten Observation Form (KOF). Enter this information on Screen 36 of Core Data.
- In LEAs with fewer than 20 accountable kindergarten students, no more than one student may not be assessed in order to earn full points.

Targets and Scoring

KEA Status	Targets	Points Earned
Met	An approved KEA is administered to 95 percent or more of incoming kindergartners.	4
Not Met	An unapproved KEA is administered to 95 percent or more of incoming kindergartners	0
Not Met	An approved KEA is administered to fewer than 95 percent of incoming kindergartners	0

Table 35

Consideration for Continuous Improvement:

- Are you giving the proper KEA to your kindergarten students?
- Are you reporting the KEA correctly in MOSIS?

MSIP 6 Continuous Improvement Score - Standard TL1B: K-12 Regular Attendance

Data Used in Calculation: Core Data Screen 10
MOSIS June Enrollment and Attendance

MOSIS/Core Data Cycle: August Cycle
June Cycle

Reference Reports: Proportional Attendance Rate report

For Points to be Awarded: Accurate and complete attendance file and core data screen

Calculation in APR: Up to 4 points (2%) awarded in Continuous Improvement score. See Targets and Scoring table for more details.

Verifying Attendance Data

To verify the data used in the proportional attendance rate calculation, login to the MCDS Portal and run the Proportional Attendance Rate report. Click on "School Performance and Accountability" under the heading "Districts, Charters, & Schools" in the Index (on the far left).
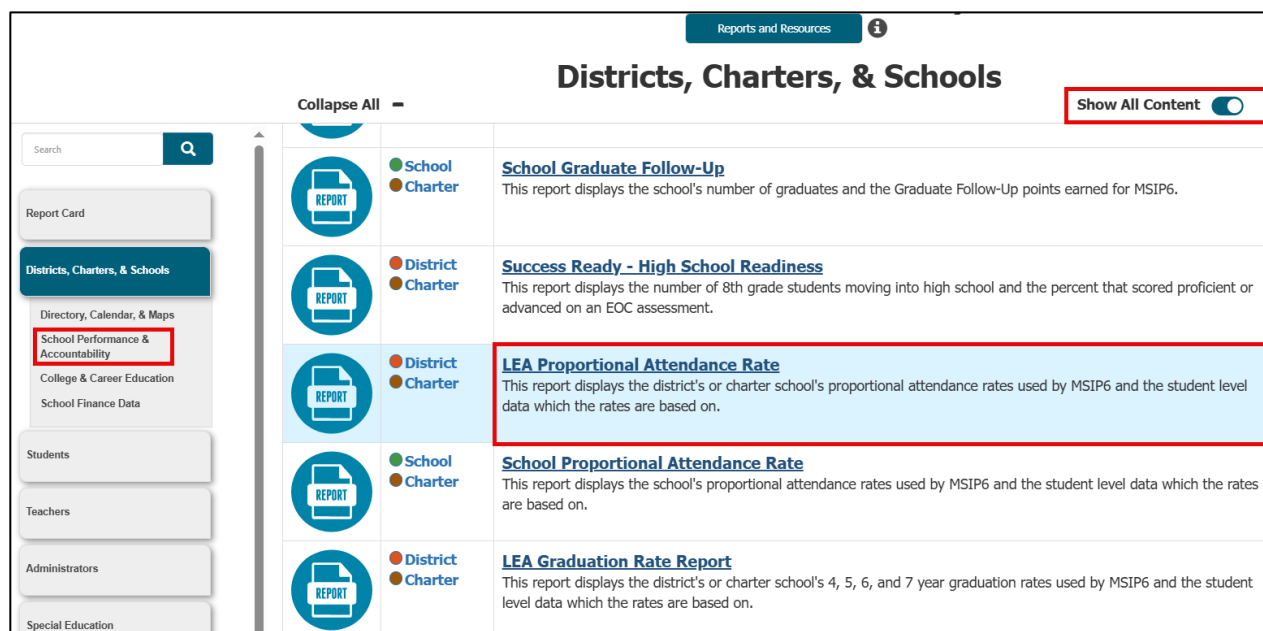
Figure 29

Select the Proportional Attendance Rate report, select the APR Year (**1**), LEA (**2**), and School Year (**3**) and then click View Report (**4**).

Figure 30

This report shows the data used in the Attendance rate for the APR.

LEA Proportional Attendance Rate 2024

This report displays the proportional attendance rate used for MSIP 6. Reference the MSIP6 C regarding the proportional attendance rate.

Data for this report are updated nightly and may not align to similar data in other reports.

Proportional Attendance Rate	**1**	**2**	**3**
Overall Proportional Attendance Rate	Total Weight >= 85%	Total Weight	Proportional Attendance Rate
	188.3920	206.5267	91.2%
Gender			
Female	95.7617	104.1396	92.0%
Male	92.6303	102.3871	90.5%
Race/Ethnicity			
Asian or Pacific Islander	1.0000	1.0000	100.0%
White (Not Hispanic)	187.3920	205.5267	91.2%
Direct Cert			
No	136.4089	141.4058	96.5%
Yes	51.9831	65.1209	79.8%
IEP Disability			
Non-IEP	163.1423	179.2153	91.0%
Autism	1.5000	2.0000	75.0%
Intellectual Disability	1.0000	1.0000	100.0%
Language Impairment	2.0000	2.0000	100.0%
Other Health Impairment	3.0000	3.3128	90.6%

Figure 31

Definitions
1: Total Weight >=85% - This is the sum of the points earned by the students in the LEA, school, or demographic group who have an attendance rate of at least 85%.

2: Total Weight - This is the total adjusted proportional weight for the LEA, school or demographic group. Note that the value under Total Weight has blue font and is underlined. This indicates the number is a hyperlink to a sub-report which will be discussed further in the narrative.

3: Proportional Attendance Rate - The Proportional Attendance Rate is determined by taking the Total Weight >= 85% divided by the Total Weight. The LEA Proportional Attendance Rate report displays for all students who were reported as enrolled in the June Enrollment and Attendance file. The report also allows users to review and compare disaggregated attendance rate data by gender, race, socioeconomic status (i.e. Direct Cert), IEP/IEP Disability, and EL Students.

Return to: LEA Proportional Attendance Rate

# of Students:

Year	State ID	Last Name	First Name	Gender	Race	EL Student	IEP	Grade Level	Hours of Attend. (1)	Hours of Absence (2)	Hours of Enrollment (3)	Proportional Weight (4)	Attend. Rate (5)	Total Calendar Hours (6)	Points Earned (7)	Adj. Prop. Weight (8)
2024								08	1062.8500	31.3833	1094.2333	1.000	97.1	1093.7400	1.00	1.000
								05	1086.9000	7.3333	1094.2333	1.000	99.3	1093.7400	1.00	1.000
								10	1061.2333	33.0000	1094.2333	1.000	96.9	1093.7400	1.00	1.000
								06	1078.5667	15.6667	1094.2334	1.000	98.5	1093.7400	1.00	1.000
								10	1014.7833	79.4500	1094.2333	1.000	92.7	1093.7400	1.00	1.000
								06	907.3833	186.8500	1094.2333	1.000	82.9	1093.7400	0.00	0.000
								11	313.0167	119.6500	432.6667	0.396	72.3	1093.7400	0.00	0.000
								02	1035.5000	58.7333	1094.2333	1.000	94.6	1093.7400	1.00	1.000
								05	1011.0833	83.1500	1094.2333	1.000	92.4	1093.7400	1.00	1.000
								06	980.2667	113.9667	1094.2334	1.000	89.5	1093.7400	0.50	0.500
								10	1082.8500	11.3833	1094.2333	1.000	98.9	1093.7400	1.00	1.000
								09	925.2667	168.9667	1094.2334	1.000	84.5	1093.7400	0.00	0.000
								02	1050.8333	43.4000	1094.2333	1.000	96.0	1093.7400	1.00	1.000
								11	989.0500	105.1833	1094.2333	1.000	90.3	1093.7400	1.00	1.000
								01	484.0000	0.0000	484.0000	0.443	100.0	1093.7400	1.00	0.443
								04	484.0000	0.0000	484.0000	0.443	100.0	1093.7400	1.00	0.443
								03	469.3333	14.6667	484.0000	0.443	96.9	1093.7400	1.00	0.443
								01	1085.9000	8.3333	1094.2333	1.000	99.2	1093.7400	1.00	1.000

Users with secure access will see student level information

Figure 32

Definitions

1: Hours of Attend. - This is the number of hours attended for a particular student. This data is reported in the June Student Enrollment and Attendance file.

2: Hours of Absence - This is the number of hours of absence for a particular student. This data is reported in the June Student Enrollment and Attendance file.

3: Hours of Enrollment - This is the sum of the Hours of Attend. and the Hours of Absence and represents the total possible hours of attendance during the enrollment period.

4: Proportional Weight - The proportional weight is calculated by taking the Hours of Enrollment (column 3) divided by the Total Calendar Hours (column 6).

5: Attend. Rate - The attendance rate is calculated by taking the Hours of Attend. (column 1) divided by the Hours of Enrollment (column 3).

6: Total Calendar Hours - The value in the Total Calendar Hours column represents the maximum number of hours a student could have been in attendance, based on the calendar hours reported on Core Data Screen 10 in the June Cycle.

7: Points Earned - The points earned are based on the student's attendance rate (column 5). Students with an attendance rate of 90 percent or above receive one point, students with an attendance rate of 87.5 percent to 89.99 percent receive 0.5 points, students with an attendance rate of 85 percent to 87.49 percent receive 0.25 points, and students with an attendance rate of less than 85 percent receive no points.

8: Adj. Prop. Weight - The adjusted proportional weight is calculated by taking the proportional weight (column 4) and

multiplying it by the points earned (column 7). Divide the total adjusted proportional weight of each student 90 percent or greater by the total proportional weight possible to determine the LEA attendance rate for APR purposes. Multiply by 100 and truncate to the tenth.

TIP: Download this report as a .CSV or Excel file. Once in one of those formats, sort or filter the report to group students by their attendance rate, adjusted proportional weight or by demographic factors.

Calculations for Measurement

The student's attendance rate is determined by using the "hours of absence" method. This method is calculated by dividing the hours of attendance by the total hours enrolled, then multiplying by 100 and rounding to the tenth.

When calculating the LEA or school attendance rate, the proportional weight of each student is used. The proportional weight is determined by taking the total hours enrolled in the LEA or school and dividing by the total calendar hours rounded to the thousandth.

Example calculation
The following example shows how to calculate the attendance measure for a hypothetical school of eight students.

Step 1 – Determine the students' hours of enrollment:
Hours of enrollment = Regular hours of attendance + regular hours of absence = hours of enrollment
       Student A: 277.4 + 29.5 = 306.9
       Student B: 973.0167 + 105.75 = 1078.8
       Etc. students C - H

Step 2 – Determine the students' proportional weight:
Proportional weight = regular hours of enrollment/total calendar hours
       Student A: 306.9 / 1078.8 = 0.28448276
       Student B: 1078.7667 / 1078.8 = 1
       Etc. students C - H

Step 3 – Determine the students' attendance rate:
Attendance Rate = regular hours attendance/hours of enrollment
       Student A: 277.4/ 306.9 = 90.4%
       Student B: 973.0167 / 1078.8 = 90.2
       Etc. students C - H

Step 4 – Determine the points applied to each student based on attendance rate. Students with an attendance rate of 90 percent or above receive one point, students with an attendance rate of 87.5 percent to 89.99 percent receive 0.5 points, students with an attendance rate of 85 percent to 87.49 percent receive 0.25 points, and students with an attendance rate of less than 85 percent receive no points:
       Students A & B are both above 90 percent = 1.0
       Students C & D are both between 87.5 percent and 89.9 percent = 0.5
       Students E & F are both between 85 percent & 87.49 percent = 0.25
       Students G & H are both below 85 percent = 0

Step 5 – Determine the total proportional weight for the LEA or building (the denominator):
Sum the total proportional weights of all students enrolled
       0.28449 + 1 + 0.47576 + 1 + 1 + 0.23601 + 1 + 0.81368 = 5.80994

Step 6 – Determine the adjusted proportional weight each student contributes to the total:
Adjusted proportional weight = proportional weight x attendance points
        Student A: 0.28449 x 1 = 0.284
        Student B: 1 x 1 = 1
        Etc. Students C - H

Step 7 – Determine the total adjusted proportional weight for the LEA or building (the numerator):
Sum the total adjusted proportional weights of all students enrolled
        0.284 + 1.000 + 0.238 + 0.500 + 0.250 + 0.059 + 0.000 + 0.000 = 2.3331

Step 8 – Divide the total adjusted proportional weight of each student 85 percent or greater by the total proportional weight possible to determine the LEA attendance rate for APR purposes. Multiply by 100 and truncate to the tenth.
        2.331/5.80944 = 0.4012 (40.1 percent)

This is an example for illustration purposes. A typical small LEA might have an adjusted proportional weight of 290.000 and a total proportional weight of 308.00 for an attendance rate of 290.000/308.000 = 0.9415 (94.2 percent).

	Regular Hours Attendance	Regular Hours Absence	Hours of Enrollment	Proportional Weight	Attendance Rate	Calendar Total Hours	Attendance Points	Adjusted Proportional Weight
A	277.4	29.5	306.9	0.28449	90.4	1078.8	1	0.284
B	973.0167	105.75	1078.7667	1	90.2	1078.8	1	1.000
C	457.2666	55.9667	513.2333	0.47576	89.1	1078.8	0.5	0.238
D	962.3834	116.3833	1078.7667	1	89.2	1078.8	0.5	0.500
E	929.8334	148.9333	1078.7667	1	86.2	1078.8	0.25	0.250
F	219.0833	35.5167	254.6	0.23601	86.1	1078.8	0.25	0.059
G	914.1667	164.6	1078.7667	1	84.7	1078.8	0	0.000
H	737.9334	139.8333	877.7667	0.81368	84.1	1078.8	0	0.000
Total				5.80994				2.331

Table 36

Targets and Scoring

Attendance Designation	Targets	Points Earned
Target	90.0%-100%	4
On-track	85.0%-89.9%	3
Approaching	80.0%-84.9%	2
Emerging	0-79.9%	0

Table 37

Standard TL1D: ICAP Completion

The Individual Career and Academic Plan (ICAP) is a plan of study designed to guide students through the coursework and activities for achieving personal career goals, developing post-secondary plans, and providing individual pathway options. An ICAP is a multi-year process, beginning by eighth grade, and used to guide students and their families in the exploration of career, academic, and post-secondary opportunities.

Data Used in Calculation: MOSIS June Student Core Submission
June Enrollment and Attendance File

MOSIS/Core Data Cycle: June Cycle

Reference Reports: ICAP Rate report

For Points to be Awarded: 95% (or greater) of exiting 8th graders must have a completed ICAP in June Student Core

Calculation in APR: Up to 4 points (2%) awarded in Continuous Improvement score. See Targets and Scoring table for more details.

Verifying Individual Career and Academic Plan (ICAP) DATA

To verify the data used in the ICAP rate calculation, login to the MCDS Portal and run the LEA ICAP Rate Report. Click on "School Performance and Accountability" under the heading "Districts, Charters, & Schools" in the Index (on the far left).
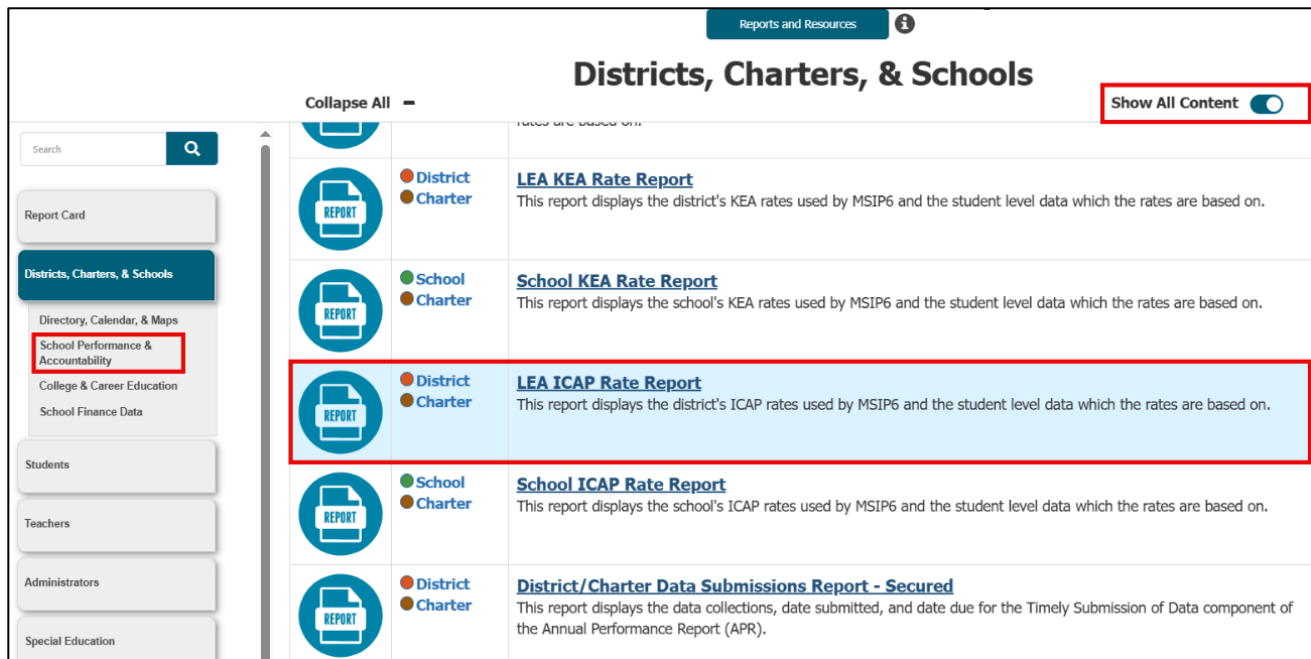
Figure 33

Once the LEA ICAP Rate Report or School ICAP Rate Report is selected, choose the Year and click View Report. Select the appropriate filters and click View Report to show the data used in the ICAP calculation rate for the APR.

2024 LEA ICAP Rate Report

Data for this report are updated nightly and may not align to similar data in othe

2024

	1 Number of Students	**2** Number of ICAP Students	**3** District Rate
Total ICAP Rate			100.0%
Gender			
Female			100.0%
Male			100.0%
Race/Ethnicity			
White (Not Hispanic)			100.0%
Direct Cert			
No			100.0%
Yes			100.0%
IEP Disability			
Non-IEP			100.0%
Other Health Impairment			100.0%
Specific Learning Disability			100.0%
EL Student Participation			
Not LEP			100.0%

Figure 34

Definitions

1: Number of Students - The number of 8th grade students who were reported with an Exit Code of R001 in the June Enrollment and Attendance file.

2: Number of ICAP Students - The number of 8th grade students who were reported with an Exit Code of R001 in the June Enrollment and Attendance file AND whose June Student Core record has a "Y" in the ICAP field.

3. District Rate - This is the Number of Students divided by the Number of ICAP Students.

The LEA ICAP Rate Report displays for all 8th grade students who have an exit code of R001 in the June Enrollment and Attendance file (displayed as Total ICAP Rate). The report also allows users to review and compare disaggregated ICAP rate data by gender, race, socioeconomic status (i.e. Direct Cert), IEP/IEP Disability, and EL Students. Additionally, users will notice the District ICAP Rate is blue and underlined. This means the District Rate in the report serves as a hyperlink.

Figure 35

Definitions

1: ICAP Status – The fields displays whether the student has an ICAP in 8th grade. An ICAP is a plan of student to guide students through coursework and activities for achieving personal career goals, postsecondary planning, and providing individual pathway options. The ICAP is a multi-year process beginning no later than eighth grade that intentionally guides students and families in the exploration of career, academic and multiple postsecondary opportunities.

TIP: Download this report as a .CSV or Excel file. Once in one of those formats, secure users can sort or filter the report to group students by their ICAP Status or by demographic factors.

Targets and Scoring

ICAP Designation	Targets	Points Earned
Target	100% - 95.0% complete	4
On-Track	85.0% - 94.9% complete	3
Approaching	75.0% - 84.9% complete	2
Emerging	74.9% or less complete	0

Table 38

MSIP 6 Continuous Improvement Score - Required Reports and Data Submissions

Many of the MSIP 6 Standards and Indicators require supporting documentation that provides evidence of the LEA's compliance. In order to score points, the following items must be submitted on time and in full:

- Annual Audit Report, submitted via DESE Web Applications by December 31
- Annual Secretary of the Board Report (ASBR), submitted via DESE Web Applications by August 15
- Required MOSIS/Core Data collections – each collection must be submitted by the due date of the associated collection cycle:
    - MOSIS April Student Core
    - MOSIS
    - June Student Core
    - MOSIS Student Enrollment and Attendance
    - MOSIS Student Discipline
    - MOSIS Student Course Completion
    - EOC Exception Collection
    - MOSIS Assessment ID Cleanup
    - Core Data Screen 10A
    - Core Data Screen 36

Data Used in Calculation: Annual Audit Report
                                 Annual Secretary of the Board Report (ASBR)
                                 Required MOSIS/Core Data collections

MOSIS/Core Data Cycle: See Appendix A for MOSIS/Core Data Submission Calendar

Reference Reports: DESE Web Applications

For Points to be Awarded: Timely submission of required documentation

Calculation in APR: 2 points awarded in Continuous Improvement for each; 6 points (3%) total

Targets and Scoring

Required Documentation Scoring		
	Completed by Deadline	**Not completed by Deadline**
Annual Audit Report	2	0
Annual Secretary of the Board Report	2	0
Required MOSIS/Core Data collections	2	0

Table 39

Notes:
- See the Core Data and MOSIS Manual for information on data submission cycles and the associated due dates.
- Additional collections may be added in future years.

MSIP 6 Continuous Improvement Score - Climate and Culture Survey

The sixth version of the Missouri School Improvement Program (MSIP 6) requires Local Education Agencies (LEAs) to survey students, staff, and parents every two years to obtain feedback to be analyzed in planning and developing the LEA's Continuous Improvement Plan. LEAs must meet the following requirements and provide the requested information to DESE utilizing the Climate and Culture Verification Report.

Data Used in Calculation: LEAs must provide a summary of their survey utilizing the DESE Climate and Culture Verification Report. The completed form will be submitted to the Area Supervisor. (Cycle 2, Rounds 1 & 2 included in CSIP)

MOSIS/Core Data Cycle: Submitted to Area Supervisors

For Points to be Awarded: Timely submission of required documentation

Calculation in APR: 4 points (5%) awarded in Continuous Improvement

Calculation for Measurement

LEAs may administer a locally developed survey, a survey purchased through a vendor, or the DESE-developed survey. All surveys must include the following three essential indicators:

- **The school system assures student voices are heard and respected.**
  - This indicator should appear in the older student, parent, and staff surveys.
- **The school system provides school culture and climate data and reports periodically to all stakeholders.**
  - This indicator should appear in the parent and staff surveys.
- **Educator teams address positive classroom learning environments.**
  - This indicator should appear in the staff survey.

Targets and Scoring

Climate and Culture Scoring	
LEA meets all requirements set forth for the climate and culture survey	4
LEA does not meet one or more of the requirements for the climate and culture survey	0

Table 40

Considerations for Continuous Improvement:

- Are you using the results of your Climate and Culture survey as you revise your Continuous Improvement Plan?
- Are these results reflected in the goals/objectives and strategies?

Appendix A - MOSIS/Core Data Calendar

	August Cycle	October Cycle	December Cycle
Core Data	02 – District Data 02A – Charter Board Members 03A – Non LEA Charter Contact Personnel 04 – District Directory 06 – District Tax Data 08 – Attendance Center 10 – Planned School Calendar List, Planned Calendar Header, Planned Calendar Detail 16 – Enrollment, Membership and Summer School 25 – Gifted Education 39 – School Resource Office	02 – District Data 15 – Home School/Free and Reduced Lunch 16 – Enrollment, Membership and Summer School 20 – Course Assignment 21 – Educator Vacancy 22 – Sending School Courses and Enrollment 36 – Kindergarten Readiness	11 – Special Education Student Counts by Age
	August Cycle	**October Cycle**	**December Cycle**
MOSIS	Student Enrollment and Attendance	Student Core Educator Core Educator School Course Assignment Student Assignment	Student Core
	February Cycle	**April Cycle**	**June Cycle**
Core Data	08 – Attendance Center 15 – Home School 15 – Free and Reduced Lunch 16 – Enrollment, Membership and Summer School 26 – Career Education Follow-up 27 – Career Education Follow-up Sending School 29 – Postsecondary Adult Follow-up 35 – December 31 Fund Balance 35A – Charter Non LEA December 31 Fund Balance 37 – New and Expanding Charter School data		08 – Attendance Center 09 – Discipline Incidents 10 – Actual School Calendar List, Actual School Calendar Header, Actual Calendar Detail 12 – Special Education Exiter Counts by Age 13 – Secondary Headcount 14 – Attendance 14A – Resident II Attendance 14B – Resident II GPA 17 – Physical Fitness Assessment 18A – Education Evaluation 24 – Summer School Courses & Enrollment 24A – Summer School Application 38 – Dyslexia Screening
	February Cycle	**April Cycle**	**June Cycle**
MOSIS	Student Core Student Graduate Follow-up	Student Core	Student Core Student Enrollment and Attendance Student Discipline Summer Course Assignment Summer Student Assignment Student Course Completion Career Technical Student Organizations (CTSO) Armed Services Vocational Aptitude Battery (ASVAB) EOC Exception Collection ID Cleanup CCR ID Cleanup

Appendix B - Data Corrections Process: Accessing DESE Applications

Accuracy is key to ensuring data is meaningful to the Local Education Agency (LEA). DESE offers LEAs the ability to request several types of corrections and appeals. Select appeal types have specific appeals windows, while others can be updated in MO Student Information System (MOSIS) up to the point when the data is "frozen" for the APR.

The corrections windows occur at different times throughout the year, so you will want to look for correspondence from the Office of Quality Schools. Communication typically comes in a variety of formats, including Administrative Memos (list can be accessed HERE), listserv messages (sign-up HERE), and MOSIS/Core Data listserv (HERE).

Where To Make APR Data Corrections

Data sources are corrected in one of two ways: The DESE Data Appeals application through the DESE Application Sign-in (DAS) or through MO Student Information System (MOSIS) submissions. The following is a brief description of how to access and navigate each of the systems used to update data (i.e. DESE Data Appeals or MOSIS).

DESE Data Appeals

The DESE Data Appeals application is accessed by logging into the DESE Application Sign-in (DAS) at https://apps.dese.mo.gov/DESEApplicationsSignin/ApplicationMenu.

Figure 36

Once logged in to the DAS, secure users will see 'DESE Data Appeals' under the 'Secure Access' column. If users do not see this option, please contact the LEA's User Manager to gain access to the application.
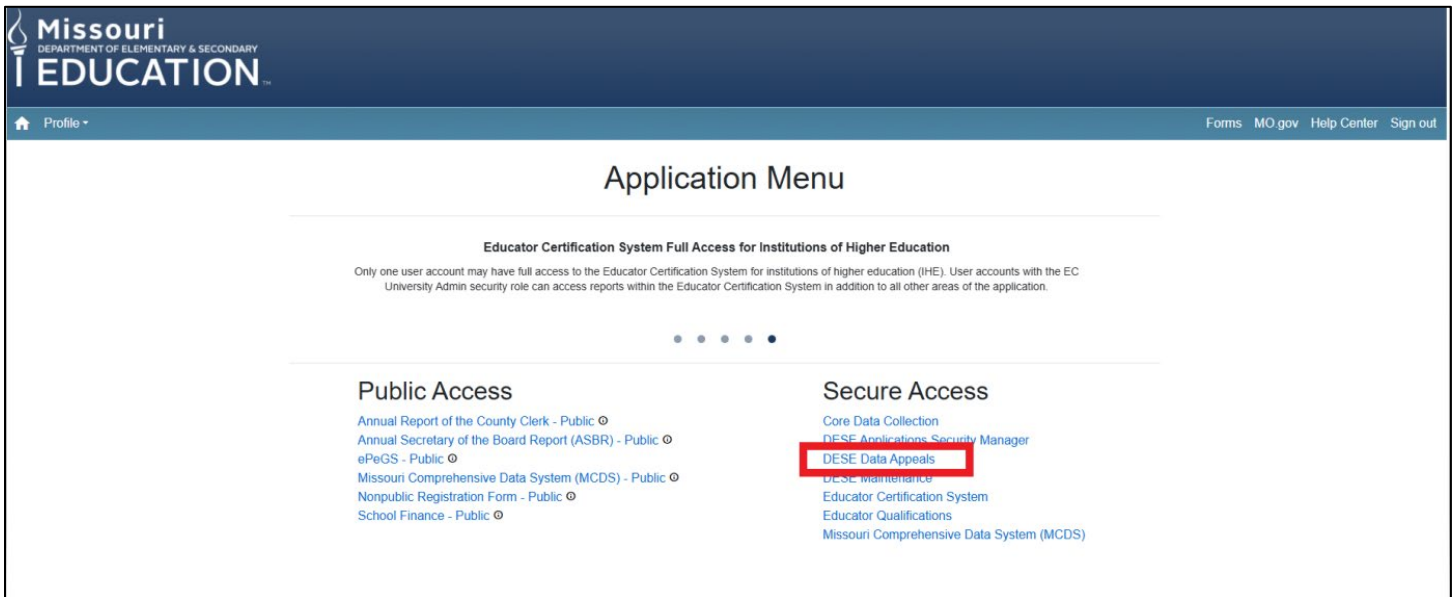
Figure 37

For more information on how to navigate and use the DESE Data Appeals application, select the link below for the DESE data accountability website: Accountability Data | Missouri Department of Elementary and Secondary Education.

MO Student Information System (MOSIS)
The MOSIS Data Collection System is accessed by logging into the DESE Application Sign-in (DAS) at https://apps.dese.mo.gov/DESEApplicationsSignin/ApplicationMenu.
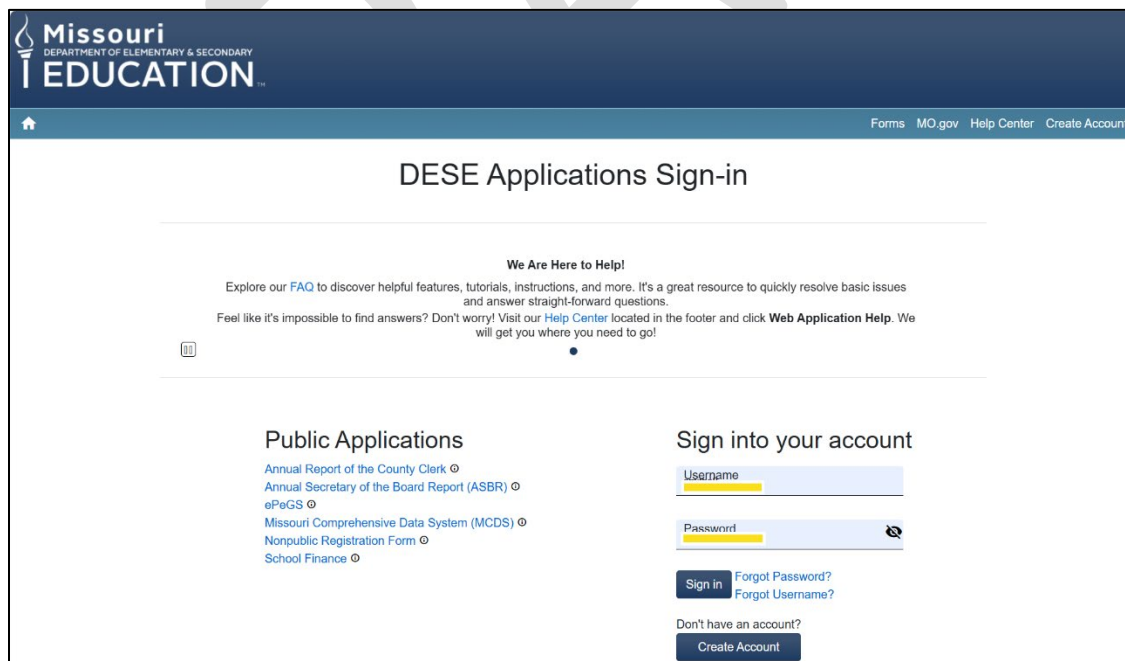
Figure 38

Once secure users are logged into the DAS, secure users will see 'MOSIS Data Collection System' under the 'Secure Access' column. If users do not see this option, please contact the LEA's User Manager to gain access to the application.

Figure 39

Appendix C - Data Corrections Process: APR Corrections

Once users have secure access, the following informational screens will be available to review. This appendix will review each appeal and the process for accessing each:

- **Success-Ready Student Corrections (CCR Corrections)**
  - Accuplacer®, ACT®, WorkKeys®, Advanced Placement® (AP) Course, Advanced Placement® (AP) Exam, Armed Services Vocational Aptitude Battery (ASVAB), Dual Credit/Dual Enrollment, Industry Recognized Credentials (IRC), International Baccalaureate® (IB) Course, International Baccalaureate® (IB) Exam, Project Lead The Way® (PLTW), SAT®, Stackable Credentials
- **MAP Assessment Corrections**
  - Assessment Rescore, Non-participant/Level Not Determined, Student Transfers, Miscellaneous, Medical Waivers, A+ Retake and others
- **Administrative Review Corrections**
  - Graduation Cohort, Duplicate/Incorrect MOSIS ID

Success-Ready Student Corrections (CCR Corrections)

Before submitting Success-Ready Student corrections, be sure to review the LEA Success Ready Student – CCR Assessments and Advanced Credit report in the MCDS Portal (under School Performance and Accountability).
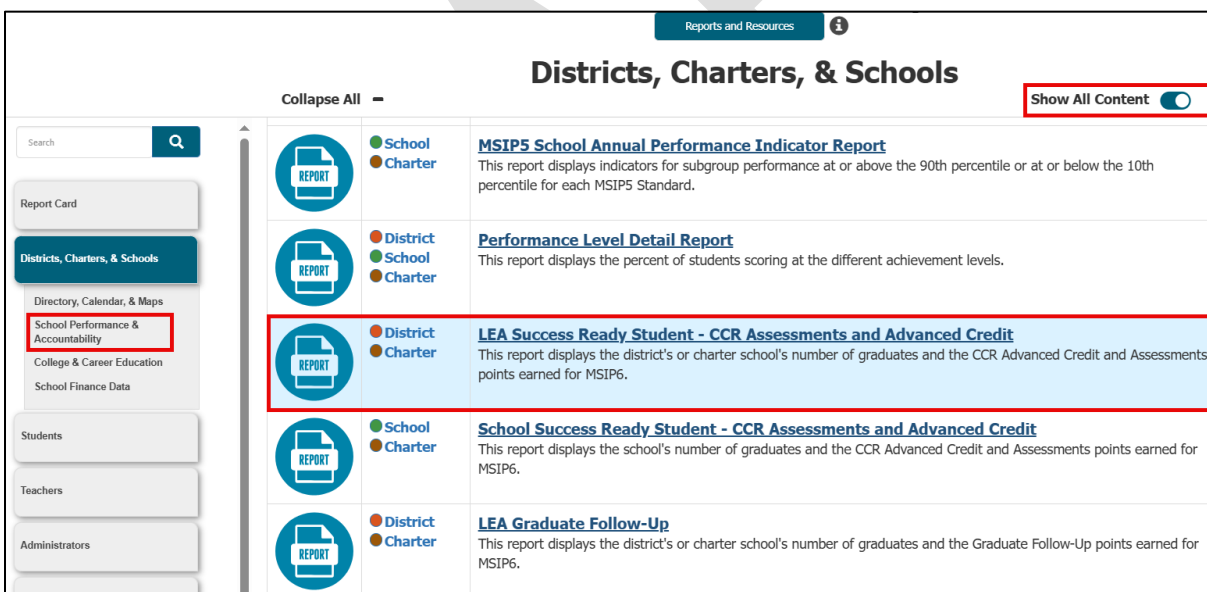
Figure 40

Once the report is displayed, click on the hyperlink next to the line that reads 'MSIP6 CCR Assessments and Advanced Credit **ALL** Student Scores'. This will populate a list of all the graduates and all the Success-Ready assessments and course work taken by each student. This report will be the user's guide to determine which students need scores corrected.

LEA Success Ready Student - CCR Assessments and Advanced Credit 2025

*State assessments were not administered during the 2019-2020 school year due to the COVID – 19 Pande
have administered assessments or administered fewer assessments than in previous years leading to incom
Elementary and Secondary Education will not generate the Annual Performance Report (APR), data reports
Portal.*

This report displays the weighted score of graduates for CCR Assessments and Advanced Credit. Referen
for more information.

MSIP6 CCR Assessments and Advanced Credit Student APR Scores for: 2024

MSIP6 CCR Assessments and Advanced Credit All Student Scores for: 2024

Data for this report are updated nightly and may not align to similar data in other reports.

CCR Assessments and Advanced Credit	2024				
Overall	Total Grads	Total CCR Assessments	% CCR Assessments	Total CCR Advanced Credit	% CCR Advanced Credit
			67.3%	8.00	61.5%
Gender					
Female			91.6%	3.00	100.0%
Male			60.0%	5.00	50.0%
Race/Ethnicity					
Asian or Pacific Islander			125.0%	1.00	100.0%
White (Not Hispanic)			62.5%	7.00	58.3%
Direct Cert					
N			66.6%	6.00	66.6%
Y			68.7%	2.00	50.0%

Figure 41

Graduation Year	State ID	Last Name	First Name	District Name	School Name	Test Date/Year	Assessment Measure Name *	Assessment Subject Name	Assessment Score
2024									
2024									
2024									
2024									
2024									
2024									
2024									
2024									
2024									
2024			Users with secure access will see student level information displayed here						
2024									
2024									
2024									
2024									
2024									
2024									
2024									
2024									
2024									
2024									
2024									

Figure 42

Below is a list of Success-Ready Student data corrections:

Accuplacer®
Scores are corrected through the DESE Data application during a specified window. A score sheet from the vendor, with the vendor logo must be included with the appeal. **NOTE: Excel documents and print outs from SIS systems will not be accepted.**

ACT®
Scores corrected through the DESE Data application during a specified window. A score sheet from the vendor, with the vendor logo must be included with the appeal. **NOTE: Excel documents and print outs from SIS systems will not be accepted.**

WorkKeys®
Scores corrected through the DESE Data application during a specified window. A score sheet from the vendor, with the vendor logo must be included with the appeal. NOTE: Excel documents and print outs from SIS systems will not be accepted.

Advanced Placement® (AP) course
Scores through the October Student Assignment/June Course Completion collections in the MOSIS Data Collection System.

Advanced Placement® (AP) exam
Scores corrected through the DESE Data application during a specified window. A score sheet from the vendor, with the vendor logo must be included with the appeal. **NOTE: Excel documents and print outs from SIS systems will not be accepted.**

Armed Services Vocational Aptitude Battery (ASVAB)
Scores corrected through the June ASVAB collection in the MOSIS Data Collection System.

Dual Credit/Dual Enrollment
Scores corrected through the October Student/Course Assignment and June Student Course Completion collections in the MOSIS Data Collection System.

Industry Recognized Credentials (IRC)
Scores corrected through the June Student Core collection in the MOSIS Data Collection System.

International Baccalaureate® (IB) course
Scores corrected through the October Student/Course Assignment and June Student Course Completion collections in the MOSIS Data Collection System.

International Baccalaureate® (IB) exam
Scores corrected through the DESE Data application during a specified window. A score sheet from the vendor, with the vendor logo must be included with the appeal. **NOTE: Excel documents and print outs from SIS systems will not be accepted.**

Project Lead the Way® (PLTW)
Scores corrected through the DESE Data application during a specified window. A score sheet from the vendor, with the vendor logo must be included with the appeal. **NOTE: Excel documents and print outs from SIS systems will not be accepted.**

SAT®
Scores corrected through the DESE Data application during a specified window. A score sheet from the vendor, with the vendor logo must be included with the appeal. **NOTE: Excel documents and print outs from SIS systems will not be accepted.**

Stackable Credentials
Scores corrected through the June Student Core collection in the MOSIS Data Collection System.

MAP Assessment Corrections
Missouri Assessment Program (MAP) corrections include End-of-Course (EOC), MAP Grade Level, MAP Alternate (MAP-A), and WIDA ACCESS assessments.

All MAP Assessment Corrections are submitted via the DESE Data application. The appeal types and documentation needed for each are listed below.

1. **Assessment Rescore**
    a. Unintentional Invalidation - Unintentional invalidation typically happens when an LEA accidentally reports the student with an incorrect invalidation. This type of correction will require a rescore. Rescoring may cost up to $60 per assessment. NOTE: A purchase order must be included with the rescore request (PO included in comments).
    b. Achievement Level Verification – If an LEA believes a student's achievement level is not correct, the LEA can request a rescore. Rescoring may cost up to $60 per assessment. If there is a change in the student's achievement level, the LEA will not be charged. If the score is not changed, the LEA will be invoiced by the assessment vendor. NOTE: A purchase order must be included with the rescore request (PO included in comments).

2. **Level Not Determined (LND), Student Transfers or Miscellaneous**
    a. Level Not Determined (LND) - LND appeals typically occur when a student is not appropriately reported in the April Student Core. An example would be a student who was in the United States less than 36 months but were not coded as such and as a result were included in the accountability calculation. Supporting documentation must be submitted with the appeal.
    b. Student Transfers – Transfer corrections typically occur when a student transfers out during the assessment window, but their record was not removed from the test session. Supporting documentation must be submitted with the correction.
    c. Miscellaneous – Other MAP-related data corrections such as a duplicate test score. Supporting documentation must be submitted with the correction

3. **Medical Waivers** – Students with serious medical conditions can, and do, participate in statewide assessments. However, there are rare and unique situations in which a student is unable to participate in an assessment due to a significant, documented medical emergency. When a student cannot reasonably participate in a statewide assessment during the assessment window, this must be documented in the student's permanent file and a medical waiver must be submitted to DESE.

4. **A+ Retake** – If a student takes the same EOC assessment in the same accountability year (Summer/Fall/Spring), the last score is used for accountability purposes. LEAs do not need to appeal to remove earlier scores. However, if a student takes the same EOC assessment in different accountability years, the LEA must appeal to remove scores. If the LEA does not appeal, all scores will be used for accountability purposes.

NOTE: The Assessment Rescore and the LND/Student Transfer corrections will have one window and the Medical Waivers/A+ Retake corrections will have another. Be sure to look for correspondence from the Office of Quality School (e.g. Administrative Memos and listserv messages).

Administrative Review Corrections

Graduation Cohort Corrections – There are two types of Graduation Cohort corrections. Each are corrected in a different manner.

    a. If a student transfers out during the most recent school year and are still included in the cohort, the LEA should update the MOSIS June Enrollment and Attendance submission and enter a "transfer out" exit code (TXXX). Once re-certified, the data will be updated.

    b. If a student is incorrectly counting in a prior year cohort, the LEA must submit a correction through the DESE Data application. The correction must include supporting documentation. Examples include records request, signed homeschool request, etc.)

1. **Duplicate/Incorrect MOSIS ID** – This correction requires LEAs to communicate with one another to ensure the duplicate/incorrect ID is retired. These types of corrections are facilitated by members of the Office of Quality Schools and processed by members from the Office of Data Systems Management.

Corrections to other accountability data (i.e. Attendance, Graduation, ICAP, and KEA) should be updated/corrected through the MOSIS Data Collection system. If DESE has already "frozen" the data for the APR, these changes will be reflected in MOSIS but not on the APR.

Appendix D - Additional MCDS Reports for Data Analysis

DESE annually provides additional assessment performance reports to support LEAs using their data to identify strengths, challenges, and make programmatic or curricular adjustments. These reports can be found in the MCDS Portal under the 'Students' tab:

- Performance Level Report
- Non-Participant (LND)/No Score report
- MAP Participation Invalidation
- MAP Scale Score Summary
- MAP Student Demographics
- EOC History Report
- MAP History
- MAP History – Tabular
- MAP Data Download Supporting Documentation

Performance Level Report

The Performance Level Report allows LEAs to review and analyze performance for all students, as well as various demographic groups, without accountability rules applied. This report is not to be confused with the 'Performance Level Detail Report' (found under 'Districts, Charters, & Schools/School Performance & Accountability' link). The 'Performance Level Report' is accessed by secure users by clicking on 'Students' and selecting 'Performance Level Report'.
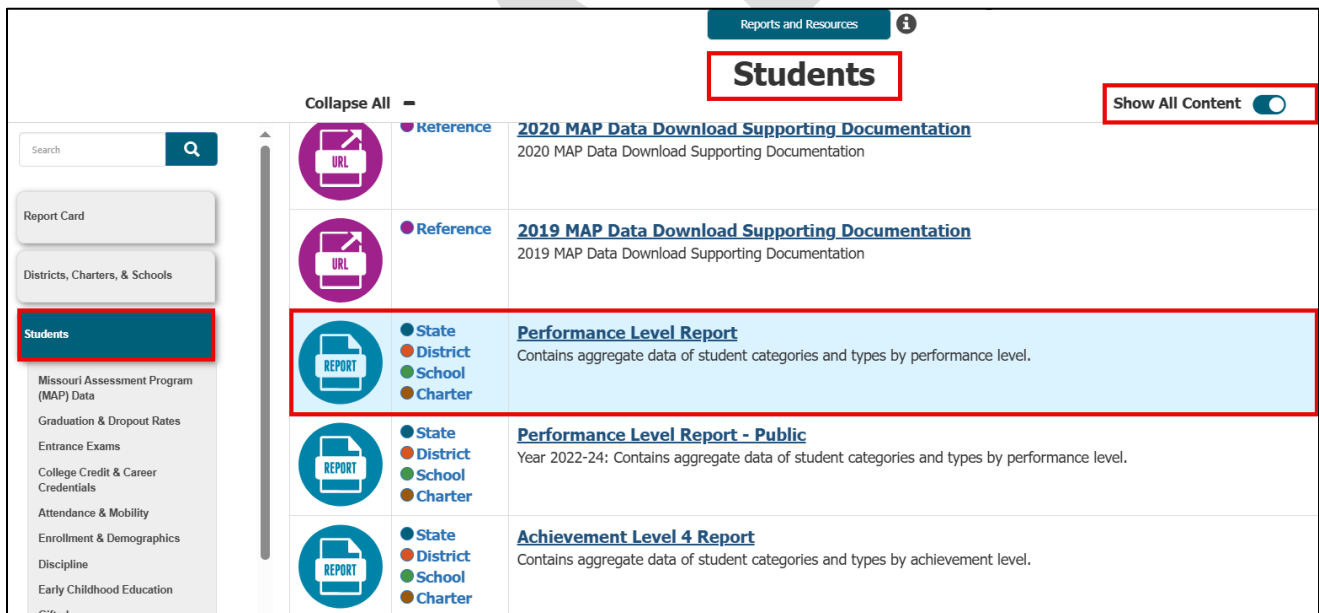
Figure 43

When looking to evaluate the success of all students, a program, or curriculum, users may want to use the Performance Level Report since it does not exclude students from the calculation. This report allows LEAs to analyze the performance of groups of students annually or across years.

Select School Year (**1**), District (**2**), Summary Level (**3**), Content Area (**4**), Category (**5**), Type (**6**), and Grade Level (**7**) review and then click the View Report (**8**) on the upper-right corner.

Figure 44

The image below is an example display of the type of information displayed in this report. Secure users will be able to select from various options using the drop-down menus.

Figure 45

Definitions

Acc. - The Accountable column represents the total number of students enrolled during the time of the test administration.

Rep. - The Reportable column represents the number of Accountable students who have a MAP score **after** accountability rules and exceptions have been applied.

Non-Participant (LND) - The Non-Participant/Level Not Determined column represents the number of students who were Accountable but did not receive a MAP Score. A student will be considered LND if the student did not have a valid attempt on the test or was caught cheating.

Non-Participant (LND) (%) - The Non-Participant/Level Not Determined column represents the percent of students who were Accountable but did not receive a MAP Score. A student will be considered LND if the student did not have a valid

attempt on the test or was caught cheating.

BB - This column represents the number of students scoring Below Basic on the MAP assessments.

BB (%) - This column represents the percent of students scoring Below Basic on the MAP assessments.

B - This column represents the number of students scoring Basic on the MAP assessments.

B (%) - This column represents the percent of students scoring Basic on the MAP assessments.

P - This column represents the number of students scoring Proficient on the MAP assessments.

P (%) - This column represents the percent of students scoring Proficient on the MAP assessments.

A - This column represents the number of students scoring Advanced on the MAP assessments.

A (%) - This column represents the percent of students scoring Advanced on the MAP assessments.

MAP Index - The MAP Index is the sum of the index scores for all students in the group being measured, divided by the total number of students and then multiplied by 100 and then truncated to the tenth.

Non-Participant (LND)/No Score report

The Non-Participant (LND)/No Score report contains the list of students who did not receive a valid MAP score in one or more content area. This report is accessed by clicking on Students > Missouri Assessment Program (MAP) Data > Non-Participant (LND)/No Score.
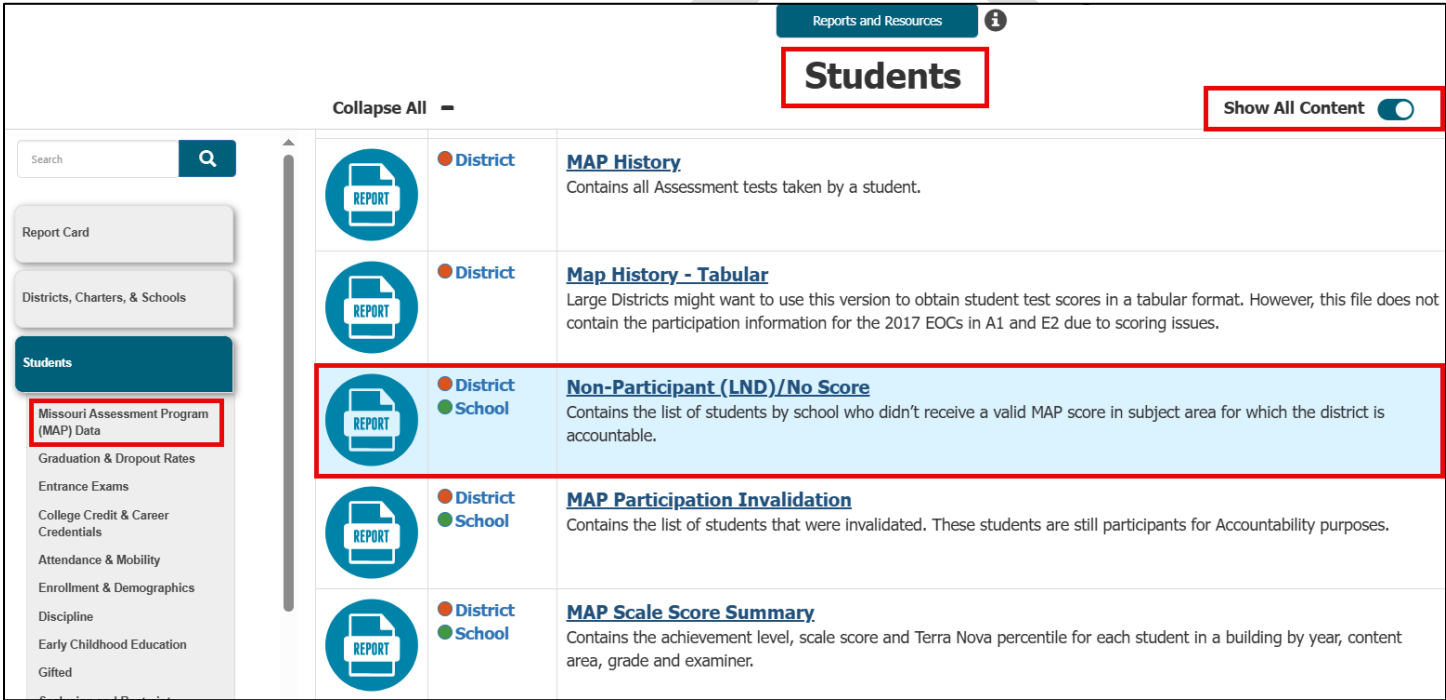

Figure 46

Select School Year (**1**), District (**2**), and School (**3**) review and then click the View Report (**4**) on the upper-right corner.
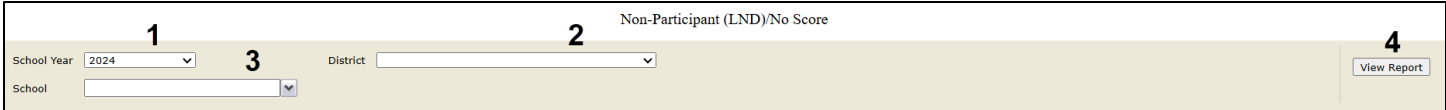

Figure 47

The image below shows a sample report. There are columns that can provide insight as to why the student does not have a score (e.g. EL Student in USA < 1 Yr). If a student does not have an indication in one of the columns, the student was likely included in the assessment pre-code file, but did not have an associated score.

Missouri Assessment Program
Students in Non-Participant (LND)/No Score*

School Year: 2024

Student Name	Grade	Content Area	Absent	EL Student in USA < 1 Yr.	EOC Admin Window
	A1	MA			GRAD
	E2	ELA			GRAD
	A1	MA			GRAD
	B1	SC			GRAD
	GV	SS			GRAD
	A1	MA			GRAD
	A2	MA			GRAD
	A1	MA			GRAD
	A1	MA			GRAD
	A1	MA			GRAD
	A1	MA			GRAD
	E2	ELA			GRAD

Users with secure access will see student level information displayed here

Figure 48

MAP Participation Invalidation

The MAP Participation Invalidation report contains the list of students who participated in the MAP but received the Lowest Obtainable Scale Score (LOSS) due to the use of an accommodation that resulted in invalidation or due to teacher invalidation (i.e. student was caught cheating). These students are considered participants and receive a performance level of Below Basic. This report is accessed by clicking on Students > Missouri Assessment Program (MAP) Data > MAP Scale Score Summary.

Figure 49

The image below shows a sample report. Note: there are columns for the various accommodations that result in an invalidation, as well as columns for Teacher Invalidation.

MAP Participation Invalidation

MOSIS ID	Student		Content Area	Grade Level	Gr. 3 Calc A392	Gr. 3 Multip. Tbls A394	Gr. 3-5 Read Aloud A040	Gr. 3-5 Read Aloud A041	Gr. 3-5 Read Aloud A042	Gr. 3-5 Read Aloud A111	Teacher Invalidation	MAP Scale Score	Performance Level

School Name: School Year: 2024

Figure 50

MAP Scale Score Summary

The MAP Scale Score Summary report displays a list of students and their assessment scores by school and by Examiner. This report is accessed by clicking on Students > Missouri Assessment Program (MAP) Data > MAP Scale Score Summary.

Figure 51

Select District (**1**), School Year (**2**), School (**3**), Content Area (**4**), Grade Level (**5**), and Examiner Name (**6**) review and then click the View Report (**7**) on the upper-right corner.

Figure 52

The students are listed alphabetically with columns displaying MAP Scale Score and Performance Level.

MAP Scale Score Summary

School Year: 2024   School: Content Area: Eng. Language Arts

Examiner Name:

Student	MOSIS ID	Birth Date	MAP Scale Score	EOC Admin Window	EOC Score	MAP A Indicator	Performance Level

Users with secure access will see student level information displayed here

Figure 53

Downloading this report could be easier for distribution to, and analysis by, teachers. To download the report, click on the Export drop down menu.

Figure 54

When users click on the Export drop-down icon multiple options will appear. Users can choose any of the file types; however, if secure users select the CSV (comma delimited), it will put the data in a format that can be easily separated by Examiner name for distribution to those examiners.

Figure 55

Below is an example of a CSV (comma delimited) export of this report:

SCHOOL_YEAR	SCHOOL_NAME	CONTENT_AREA	GRADE_LEVEL	EXAMINER_NAME	STUDENT_FULL_NAME	MOSIS_STATE_ID	DATE_OF_BIRTH	MAP_SCALE_SCORE	EOC_ADMINISTRATION_WINDOW	EOC_SCORE	MAPA_	PERFORMANCE_LEVEL
School Year: 2024	School: XXXX	Content Area: MA	Grade*: A1	Examiner Name: 02					Fall	393		Basic
School Year: 2024	School: XXXX	Content Area: MA	Grade*: A1	Examiner Name: 02					Fall	374		Below Basic
School Year: 2024	School: XXXX	Content Area: MA	Grade*: A1	Examiner Name: 02					Fall	386		Below Basic
School Year: 2024	School: XXXX	Content Area: MA	Grade*: A1	Examiner Name: 02					Fall	397		Basic
School Year: 2024	School: XXXX	Content Area: MA	Grade*: A1	Examiner Name:02					Spring	395		Basic
School Year: 2024	School: XXXX	Content Area: MA	Grade*: A1	Examiner Name:02					Spring	392		Basic
School Year: 2024	School: XXXX	Content Area: MA	Grade*: A1	Examiner Name:02					Spring	386		Below Basic
School Year: 2024	School: XXXX	Content Area: MA	Grade*: A1	Examiner Name:02					Spring	403		Proficient
School Year: 2024	School: XXXX	Content Area: MA	Grade*: A1	Examiner Name:02					Spring	404		Proficient

Figure 56

MAP Student Demographics

The MAP Student Demographics report displays a list of students and their performance level, demographics and Examiner. The student demographics are listed in columns across the top of the report (see below). This report is accessed by clicking on Students > Missouri Assessment Program (MAP) Data > MAP Student Demographics.
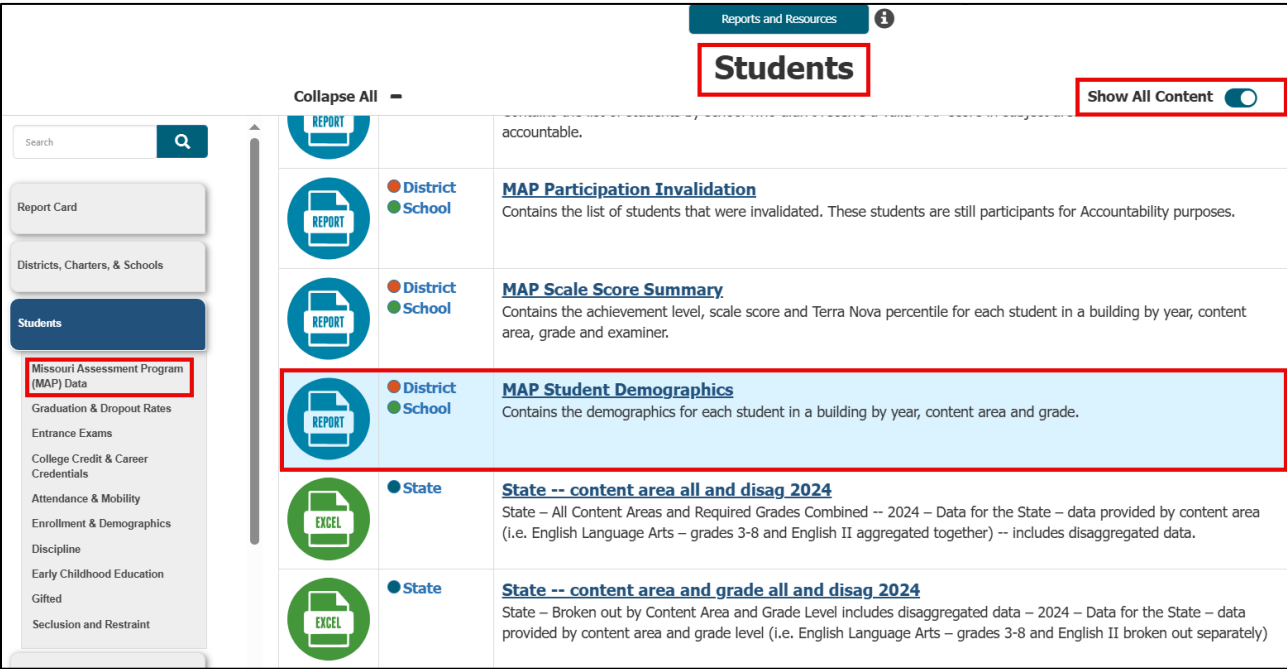

Figure 57

Select District (**1**), School Year (**2**), School (**3**), Content Area (**4**), and Grade Level (**5**), review and then click the View Report (**6**) on the upper-right corner.

Figure 58

MAP Student Demographics

MOSIS ID	LOCAL ID	Student Name	District < 1Yr	School < 1yr	Student Group	Race	Migrant	Homeless	Military	Gifted	Foster	Dírect Certification	Accommodations Provided	EL Student	Recently Arrived EL Student	EL Student Months in US	IEP	Disability	MAP-Alt	Neglected/Delinquent	MAP/MAPA Exclude	Performance Level

Year: 2024   Content Area/Grade: Eng. Language Arts/03   School: Examiner:

Users with secure access will see student level information displayed here

Figure 59

This report can also be downloaded to a CSV file (using the same instructions outlined under the MAP Scale Score Summary report outlined above).

EOC History Report

The EOC History Report was created by DESE to assist LEAs in tracking student EOC participation. This report will not provide a complete picture of EOC participation, as the data comes from the October Student Core and does not account for students who transfer in after the submission. LEAs need a process in place to track participation more precisely; however, this tool can help support that process. The report shows which EOC assessments each student has taken and the year it was taken. The report includes both required assessments and voluntary assessments. This report is accessed by clicking on Students > Missouri Assessment Program (MAP) Data > EOC History Report.

Reports and Resources

Students

Collapse All —

Show All Content

Search

Report Card

Districts, Charters, & Schools

Students

Missouri Assessment Program (MAP) Data
Graduation & Dropout Rates
Entrance Exams
College Credit & Career Credentials
Attendance & Mobility
Enrollment & Demographics
Discipline
Early Childhood Education
Gifted
Seclusion and Restraint

EXCEL • Reference **2019 Statewide Assessment Score Means-Min-Max and Standard Deviations**
2019 Statewide Assessment Score Means-Min-Max and Standard Deviations

EXCEL • Reference **2018 Statewide Assessment Score Means-Min-Max and Standard Deviations**
2018 Statewide Assessment Score Means-Min-Max and Standard Deviations

REPORT • District **EOC History Report**
Contains student participation (no score) information on all assessments taken.

REPORT • District **MAP History**
Contains all Assessment tests taken by a student.

REPORT • District **Map History - Tabular**
Large Districts might want to use this version to obtain student test scores in a tabular format. However, this file does not contain the participation information for the 2017 EOCs in A1 and E2 due to scoring issues.

Figure 60

Select from the District List (**1**) and Current Grade Level(**2**), review and then click the View Report (**3**) on the upper-right corner.

Figure 61

Figure 62

MAP History

The MAP History report was developed by DESE to provide a report for LEAs to provide the history of the student's performance on MAP Grade Level assessments. This report is accessed by clicking on Students > Missouri Assessment Program (MAP) Data > MAP History.
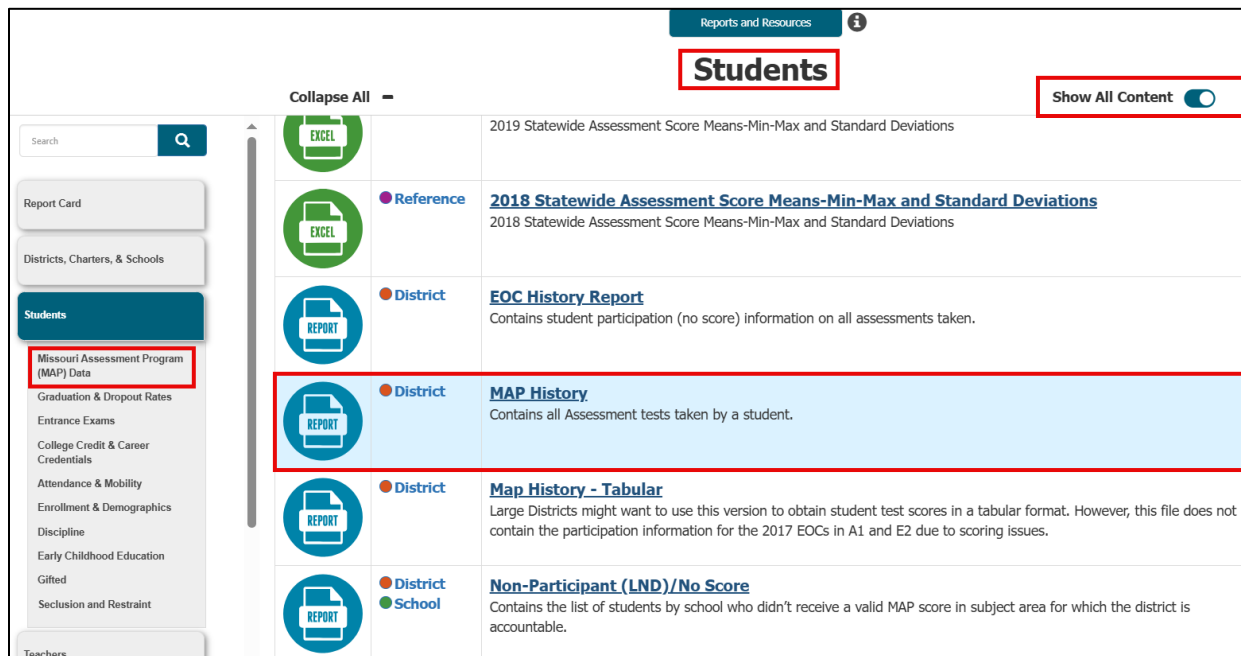
Figure 63

MAP History - Tabular

The MAP History – Tabular report displays the same information as the MAP History report, but in a tabular/columnar format, which when downloaded, makes the file easier to upload into a database or student information system.

This report is accessed by clicking on Students > Missouri Assessment Program (MAP) Data > MAP History - Tabular.
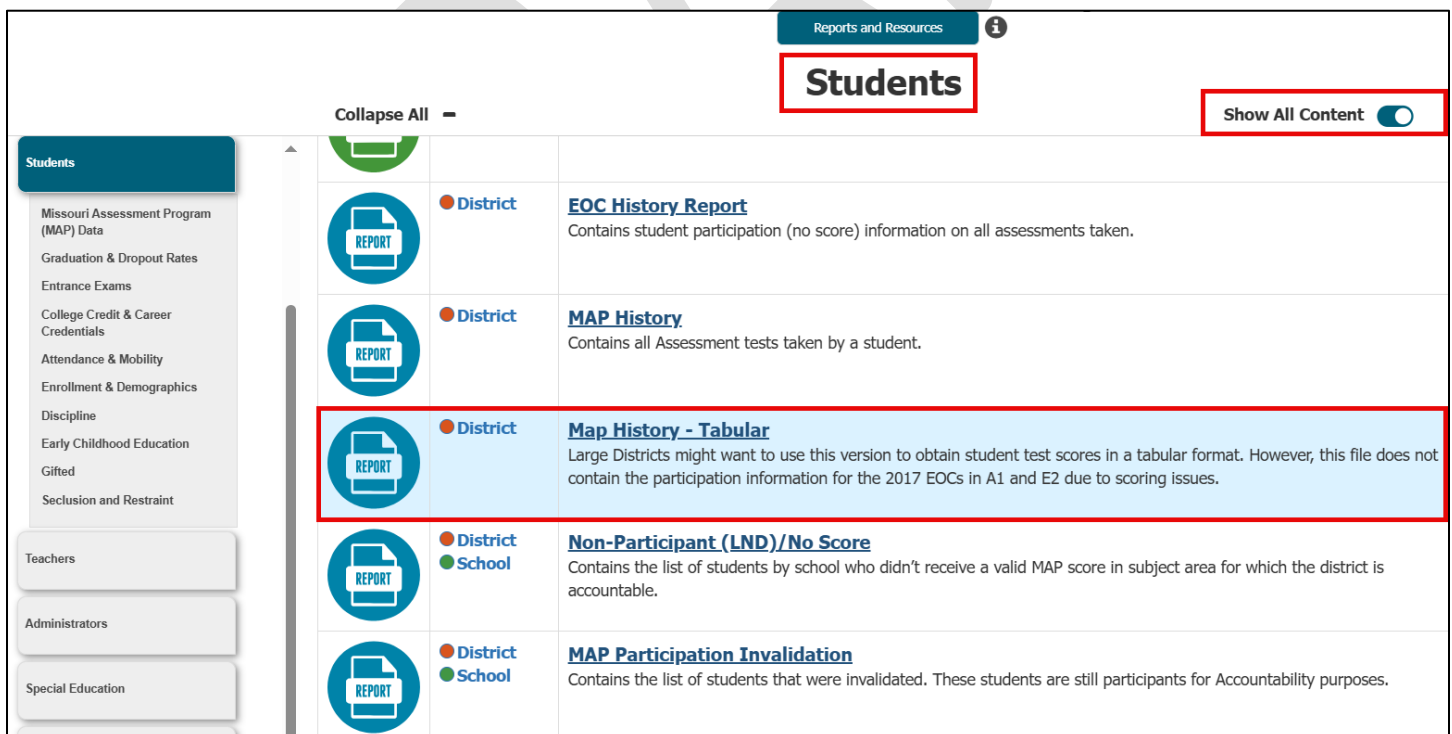

Figure 64

MAP Data Download Supporting Documentation

In addition to the reports listed in this appendix, MAP Data Download files are provided to LEAs via the MCDS Portal and

contain data at the state, LEA and school levels. The download files are accessible through the Data Download site under Students > Missouri Assessment Program (MAP) Data.
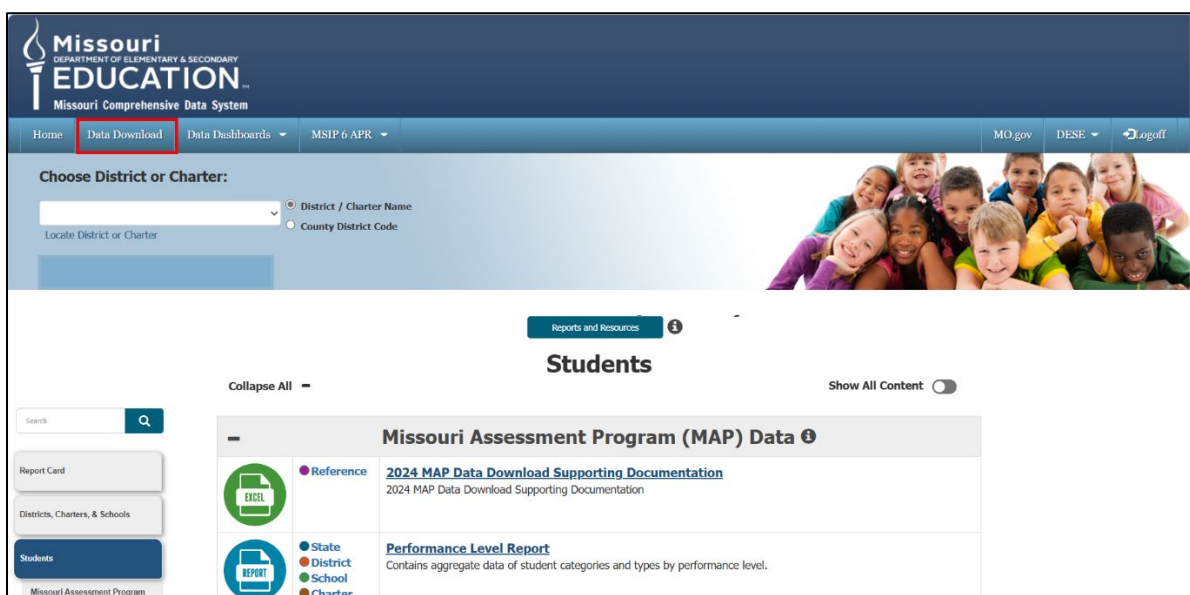

Figure 65

The Data Download site houses multiple years of data for the LEA. Once secure users have selected the Year, the name of the file will appear under the Secure MAP Data Downloads heading. Click on the name of a file and it will open to display a number of data download files. The following is a description of each file and the data contained within. The files with an asterisk (*) are files used for the growth data and may not be available when the download files are first released. NOTE: There is always the possibility that the files provided will change from year to year.

- **XXXX_MAP_Data_EOC_a1_Student ***
  Growth data supporting file for Algebra I. Includes the students who took the Algebra I EOC and were included in the growth calculation, including predicted and residual scores, and demographics.

- **XXXX_MAP_Data_EOC_b1_Student ***
  Growth data supporting file for Biology. Includes the students who took the Biology EOC and were included in the growth calculation, including predicted and residual scores, and demographics.

- **XXXX_MAP_Data_EOC_e2_Student ***
  Growth data supporting file for English II. Includes the students who took the English II EOC and were included in the growth calculation, including predicted and residual scores, and demographics.

- **XXXX_MAP_Data_EOC_gv_Student ***
  Growth data supporting file for Government. Includes the students who took the Government EOC and were included in the growth calculation, including predicted and residual scores, and demographics.

- **XXXX_MAP_Data_NON_PARTICIPANT_LND**
  List of students who received a Level Not Determined (LND) due to lack of participation in the MAP assessments for the given administration.

- **XXXX_MAP_Data_Performance_Level**
  This file provides the performance level data for all Categories and Types.

- **XXXX_MAP_Data_Student_Test**
  This file provides student assessment data, including program and demographic data.

- **XXXX_MAP_Data_Student_Test_EL**
  This file provides student assessment data for the WIDA Access, including program and demographic data.

- **XXXX_MAP_Data_VAM_Comm_Arts_Student ***
  Growth data supporting file for Communication Arts, grades 3-8. Shows the students who took the Communication Arts Grade Level assessment and were included in the growth calculation, including predicted and residual scores and student demographics.

- **XXXX_MAP_Data_VAM_Math_Student ****
  Growth data supporting file for Math, grades 3-8. Shows the students who took the Math Grade Level assessment and were included in the growth calculation, including predicted and residual scores and student demographics.

- **XXXX_MAP_Data_VAM_Science_Student ***
  Growth data supporting file for Science, grades 3-8. Shows the students who took the Science Grade Level assessment and were included in the growth calculation, including predicted and residual scores and student demographics.

All the of the download files are in .txt format. To make analysis easier, it is recommended the files be opened in Excel. To do this, follow these steps:
1. Open Excel and select 'Blank workbook'.
2. Next, open one of the download files. The file will likely open in Notepad. From the Notepad menu, click on 'Edit' and then choose 'Select All'.
3. Once the entire file is selected (i.e. highlighted), click 'Edit' and select 'Copy'.
4. Go to the blank workbook in Excel, right-click in cell A1 and then select 'Paste'.
5. Save the file.

Documentation regarding the content of the files can be found in the first link under the Missouri Assessment Program (MAP) Data section

Appendix E - College and Career Readiness Assessment Scores Matrix

Assessment	Measure Description	0	0.25	0.75	1	1.25
ACT®	Superscore	No record of participation	≤ 17	18 – 21	22 – 25	26 – 36
SAT®*	New SAT® scores as of March 2016 (prior SAT® scores)	No record of participation	**≤ 939** (≤ 869)	**940 – 1090** (870 – 980)	**1100 – 1230** (990 – 980)	**1240 – 1600** (1190 – 1600)
ASVAB	Armed Forces Qualification Test Score	No record of participation	≤29	30 – 62	63 – 87	88 – 99
ACCUPLACER®	**Next Generation scores** & (Classic scores) Reading and Math (QAS, AAF)	No record of participation	**<250 Reading <230 Math (QAS, AAF)*** Next Generation** OR (≤85 Reading <116 Algebra Classic)	Reading ≥ 250 OR Math ≥ 230 (Reading > 85 OR Algebra ≥ 116 Classic)	Reading ≥ 250 AND Math ≥ 230 (Reading > 85 AND Algebra ≥ 116 Classic)	N/A
ACT WorkKeys®**	Versions 2.0 and (1.0) Workplace Documents (Reading for Information), Applied Math, and Graphic Literacy (Locating Information)	No record of participation	3 or below	4	5	6 or 7

Table 41

*Based on College Board Concordance Tables.

**The lowest subtest score of the three WorkKeys® tests determines the level/points, not an average or combined score. Score is based on level obtained and not scale score.

Note: Refer to the APR Supporting Detail Reports to verify student data.

***QAS – Quantitative Reasoning Algebra & Statistics

***AAF – Advanced Algebra Functions

Appendix F - Advanced Credit and Credential Matrix

Student Weight	AP®	IB®	PLTW®	IRC	Stackable Credentials	Dual Credit or Dual Enrollment
0	Earn < B	Earn < B	Earn an achievement level of "Novice" or "Practiced"	Score < proficient	No record of attainment of stackable credential or earned only one	Earn <B
1	Earn "B" or greater in department-approved AP® course	Earn "B" or greater in department-approved IB® course	Earn an achievement level of "Distinguished" (4) or "Accomplished" (3) on approved PLTW®	Earn an IRC	Earned two stackable credentials	Earn "B" or greater in department-approved dual credit course or dual enrollment course
1.25	Exam score of ≥ 3	Exam score of ≥ 4	N/A	N/A	N/A	N/A

Table 42

Note: For calculation of earning a "B", remove any '+' or '-' associated with the grade and use the scale below. The divisor is contingent on the course time units (i.e., semester use a divisor of two, quarters use a divisor of four, etc.)

Student Name	MOSIS ID	Course No.	Course Name		Course Time Unit	Grade Earned	Scale
Smith, John	111111111	115795	AP Statistics		Semester 1	C+	A = 4.0
Smith, John	111111111	115795	AP Statistics		Semester 2	A-	B = 3.0-3.99
Average Grade			2 + 4 = 6				C = 2.0-2.99
			6/2 = 3 which equals a 'B'				D = 1.0-1.99

Table 43

Student Name	MOSIS ID	Course No.	Course Name	Course Time Unit	Grade Earned	Scale
Smith, John	111111111	134221	Physiology	Semester 1	C-	A = 4.0
Smith, John	111111111	134221	Physiology	Semester 2	B+	B = 3.0-3.99
Average Grade		2 + 3 = 5				C = 2.0-2.99
		5/2 = 2.5 which equals a 'C'				D = 1.0-1.99

Table 44

Appendix G - Mathematics Accountability Guidance

Grade	Student A	Student B	Student C	Student D	Student E
6th	GLA	GLA	GLA	GLA	A1
7th	GLA	GLA	A1	A1	GE
8th	GLA	A1	GE	A2	A2
High School	**A1* – Required**	**A2* – Required**	**A2* – Required**	***GE – Required**	**Submit Plan****
	A2 – Optional	GE – Optional			
	GE – Optional				
Notes:	GLA counts for Middle School APR A1 counts for High School APR **A1*** is the required High School EOC	A1 counts for Middle School APR A2 counts for High School APR **A2*** is the required High School EOC	A1 & GE count for Middle School APR A2 counts for High School APR **A2*** is the required High School EOC	A1 & A2 count for Middle School APR GE counts for High School APR **GE*** is the required HS EOC	A1, A2, & GE count for Middle School APR ****LEA must submit plan for required High School assessment**

Table 45

*Non-participant/LNDs for high school EOCs are applied at graduation. Required High School EOCs must be administered prior to graduation to avoid a non-participant designation.

Notes
- Courses may be taught in any order. The above course sequences are for illustration purposes only. EOCs should be administered at the time content is delivered.
- For any student above, the achievement Level 4 report/chart ONLY pulls MAP data for grades 3-8. EOC data is pulled by EOC Assessment, regardless of the student's grade when the assessment was taken.
- When an EOC is given prior to grade 9, the EOC score replaces the GLA. If the student scores Below Basic/Basic, the LEA may re-administer the A1 EOC in High School for accountability purposes. For A+ purposes, see below.
- A+ Scholarship eligibility: Students are required to earn a score of Proficient or Advanced on the A1 EOC. When a student scores Below Basic/Basic, they may retake the A1 EOC to gain A+ eligibility (or a higher level DESE approved Mathematics EOC; see the Missouri Department of Higher Education website for other options for A1 proficiency). The subsequent score will count for accountability (even if Below Basic or Basic) unless the district or charter requests the score be removed through the appeals process.
- Grades 9-12 are considered "High School" for EOC accountability, even in buildings with different grade span configurations.

Appendix H - Career and Technical Education Placement/Follow-Up Guidelines

Follow-up data is reported on the previous year's graduates, based on the status of the graduates 180 days following their exit from career and technical education training. Each graduate should be reported in only one career and technical education program area. LEAs should collect follow-up information on any student who graduated high school and received credit in at least one state-approved career and technical education course (excluding Exploring Agriculture, Industrial Technology, and Exploratory Family and Consumer Sciences (FCS) and the Family Focused courses from program code 06-04) during grades 9-12. LEAs should collect follow-up data on any student taking a credit in a state approved career and technical education Family and Consumer Sciences program (program code 07-04). If students completed state-approved career and technical courses at the comprehensive high school and the area career center, their follow-up data should not be reported for both locations. The area career center is responsible for providing each sending school with the appropriate follow-up data for students who attend the area career center. The sending school will be responsible for entering that information into MOSIS.

If the graduate is employed and continuing education, use the following guidelines:

Employed Related	A graduate attending school (full or part time) and employed (full or part time) in a field for which trained should be reported as "employed related" (Emp Rel).
Employed Not-Related	A graduate attending school (full or part time) in a field for which he or she was not trained but employed (full or part time) should be reported as "employed not related" (Emp N-R).
Continuing Education Related	A graduate attending school (full or part time) in a field for which he or she was trained but not employed should be reported as "continuing education related" (Ced Rel).

Table 46

Note:
In accordance with legislation, the definition of placement for graduates who complete approved career and technical education programs will be expanded within MSIP. LEAs will continue to report "Related" and "Not Related" placement for Perkins purposes and DESE will capture both populations for credit within TL1.

Appendix I - 2024-25 Scoring Guides

EA1: Academic Achievement Status
All Students

Status Designation	ELA	Mathematics	Science	Social Studies
Target	12	12	4	4
On-Track	9	9	3	3
Approaching	6	6	2	2
Emerging	0	0	0	0

Table 47

Student Group

Status Designation	ELA	Mathematics	Science	Social Studies
Target	6	6	2	2
On-Track	4.5	4.5	1.5	1.5
Approaching	3	3	1	1
Emerging	0	0	0	0

Table 48

EA1: Academic Achievement Growth
All Students

Growth Designation	English Language Arts	Mathematics	Science	Social Studies
Target	12	12	4	4
On-Track	9	9	3	3
Approaching	6	6	2	2
Emerging	3	3	1	1

Table 49

Student Group

Growth Designation	English Language Arts	Mathematics	Science	Social Studies
Target	6	6	2	2
On-Track	4.5	4.5	1.5	1.5
Approaching	3	3	1	1
Emerging	1.5	1.5	.5	.5

Table 50

TL1C: High School Readiness (HSR) – K-8 LEAs only
High School Readiness

HSR Designation	Targets	Points assigned
Target	75.0% – 100%	10
On-Track	65.0% – 74.9%	7.5
Approaching	50.0% – 64.9%	5
Emerging	0.0% – 49.9%	0

Table 51

EA2: Graduation Rate Targets

Graduation Rate

Designation	4-, 5-, 6- or 7-Year Rate	Points
Target	92.0 – 100	20
On-Track	82.0 – 91.9	15
Approaching	72.0 – 81.9	10
Emerging	0 – 71.9	0

Table 52

TL1J: Postsecondary Readiness

Success-Ready Performance Score: CCR Assessments

Designation	Targets	Points assigned
Target	71.5%-100%	10
On-Track	67.2%-71.4%	7.5
Approaching	40.0%-67.1%	5
Emerging	0.0% - 39.9%	0

Table 53

Success-Ready Performance Score: Advanced Coursework

Designation	Targets	Points assigned
Target	47.8%-100%	10
On-Track	43.9%-47.7%	7.5
Approaching	5.0%-43.8%	5
Emerging	0.0%-4.9%	0

Table 54

EA3: Follow-Up Targets

Graduate Follow-up

Designation	Target	Points earned
Target	90.0%-100%	4
On-Track	80.0%-89.9%	3
Approaching	70.0%-79.9%	2
Emerging	0-69.9%	0

Table 55

TL1B: Attendance Rate

Attendance Rate

Attendance Designation	Targets	Points Earned
Target	90.0%-100%	4
On-track	85.0%-89.9%	3
Approaching	80.0%-84.9%	2
Emerging	0-79.9%	0

Table 56

TL1D: Individual Career and Academic Plan

Individual Career and Academic

ICAP Designation	Targets	Points Earned
Target	100% - 95.0% complete	4
On-Track	85.0% - 94.9% complete	3
Approaching	75.0% - 84.9% complete	2
Emerging	74.9% or less complete	0

Table 57

Required Reports and Data Submissions

Required Documentation

Required Documentation Scoring		
	Completed by Deadline	**Not completed by Deadline**
Annual Audit Report	2	0
Annual Secretary of the Board Report	2	0
Required MOSIS/Core Data collections	2	0

Table 58

Response to Standards

Response to Standards Scoring Guide

Response to Standards	
100% Completion	8
90.0% - 99.9% Complete	4
80.0% - 89.9% Complete	2
Less than 80% Complete	0

Table 59

Climate and Culture

Climate and Culture Scoring	
LEA meets all requirements set forth for the climate and culture survey	4
LEA does not meet one or more of the requirements for the climate and culture survey	0

Table 60

Appendix J - MSIP 6 Continuous Improvement Scoring - 2026 APR and Beyond

Much of the Continuous Improvement section of the MSIP 6 APR consists of the Continuous Improvement Process and Cycle – hereafter referred to as "Improvement Planning and Implementation." The Improvement Planning and Implementation process represents the set of daily inputs and activities an LEA does to continuously improve and support student growth and development.

Documents Used in Calculation: Continuous School Improvement Plan (CSIP)
Improvement Planning (CSIP Summary)
CSIP Fidelity Implementation Rubric
Priorities for Continuous Improvement
CSIP Implementation Responses
Climate and Culture Survey
Required Documentation
Success Ready Students

Submission Cycle: See Appendix N for CSIP Cycle 2 Calendar

Reference Reports: The CSIP Verification Scoring Form (Appendix R) provides an example of how points may be awarded.

For Points to be Awarded: Timely submission of required documentation to regional Area Supervisor.

Calculation in APR: 60 points possible in the Continuous Improvement Score; 30% of overall APR

Review Cycle: LEAs are placed in two rounds. Area Supervisors will notify LEAs of their round placement. Feedback regarding reviews will be provided by Area Supervisors following each review round.

Cycle 2	Start Date	Due Date	Review Period
Round 1 LEAs	August 2025	December 31, 2025	January 1 - March 31, 2026
Round 2 LEAs	August 2026	December 31, 2026	January 1 – March 31, 2027

Table 61

Uploading Documents for Continuous Improvement

Continuous Improvement Plan (CSIP)	Upload in Compliance Plans in DESE WebApplications
CSIP Summary of Completed Activities	Upload in Compliance Plans in DESE WebApplications
CSIP Implementation Responses	Upload in Compliance Plans in DESE WebApplications
CSIP Fidelity of Implementation Rubric	Upload to Area Supervisor
Priorities of Continuous Improvement	Upload to Area Supervisor
Climate and Culture Verification	Upload to Area Supervisor

Table 62

Uploading Documents for Continuous Improvement
1. Log into DESE WebApplications
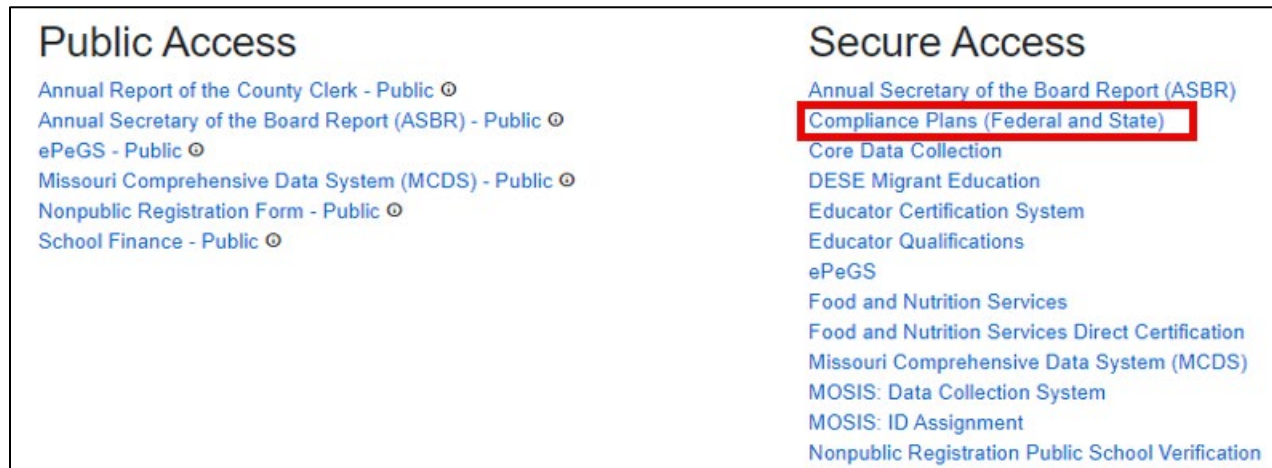2. Under secure access – click on Compliance Plans (Federal and State)

Figure 66

3. Find the box 'Planning Document' and click on dropdown box.
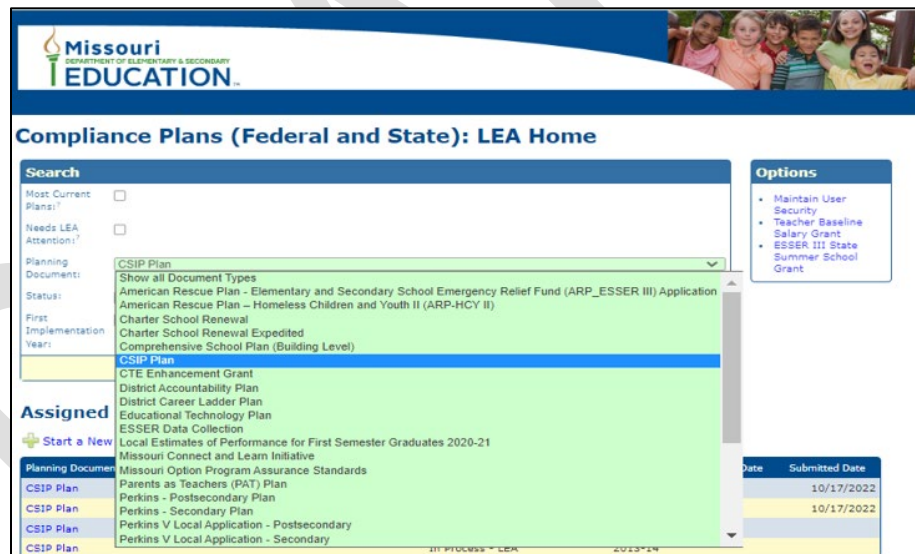4. Select 'CSIP Plan'

Figure 67

5. Select 'start a new planning document'

Figure 68

6. Complete summary box (implementation year and planning/review team) information
7. In summary box select: 'Manage Uploads'

Figure 69

8. Select 'Upload a Document'
9. Upload CSIP (choose file and give a description of the document)

Figure 70

10. Select 'upload a document'
11. Choose file – name file – give a description (Pre-Planning and RTS) (reminder: these are separate documents for uploads).
12. Select 'submit' when completed

Figure 71

Figure 72

13. Double check to see if document status states "submitted."

Calculation for Measurement: Improvement Planning and Implementation

The improvement planning and implementation process is an important part of continuous improvement in LEAs. A Continuous School Improvement Plan (CSIP) should guide the LEA's initiatives. LEAs should strive to complete and continually update strategies for improvement using their CSIP. The improvement planning process is ongoing, and some initiatives may take multiple years to implement and yield results. Therefore, the following processes apply to the Improvement Planning and Implementation components.

1) Each LEA will receive an improvement planning review during each cycle of MSIP 6.
2) LEAs that have completed at least one Improvement Planning cycle may be required to submit documents on a regular basis demonstrating the effectiveness of the improvement strategies documented during the improvement Planning process, along with data to demonstrate that the LEA is making progress toward established goals in its CSIP.
3) The Improvement Planning scores (CSIP and completed activities), CSIP Fidelity of Implementation Rubric, Priorities of Continuous Improvement and Climate and Culture Survey completion will be reported on the 2027 APR after all LEA's have been evaluated. Until that time, each LEA's APR will display full points for these measures.

4) The Implementation of Response scores will be reported on the 2027 APR.

Description of Documentation

The Continuous School Improvement Plan (CSIP) is each LEA's strategy, understanding of strengths and opportunities, and planning development that is relevant to the LEA and its students. DESE seeks to understand and evaluate these plans and this work toward student improvement, recognizing the importance of local context. It is important for LEAs to ensure the CSIP is continually updated and completed activities documented.

The CSIP Fidelity of Implementation Rubric is a self-evaluation tool that reflects the LEA's fidelity of implementation of the Continuous Improvement Plan.

The Priorities for Continuous Improvement ensures LEAs are actively using the Continuous Improvement Plan as an ongoing support for LEA improvement efforts. These priorities provide documentation of fidelity of implementation of the Continuous Improvement Plan.

The Implementation Responses is the LEA's self-reflection on its own performance relative to MSIP 6 Standards and Indicators, which are LEA specific, to develop initiatives and goals to support student growth. The Implementation Responses provides an opportunity for LEAs to "tell their story" and highlight the strengths of their school community.

The Climate and Culture Survey is a representation of each LEA's engagement with internal and external stakeholders to understand all perspectives and to use that information to support the LEA's continuous improvement.

Collectively, the above elements of the Improvement Planning process account for how the LEA works to create a school environment conducive to student learning and to improve practices to serve students. Improvement Planning metrics are LEA centered and focus on creating an educational environment that helps students succeed. By contrast, the Performance Score components show if the LEA is meeting state standard toward student-centered measures of academic achievement. These two scoring components are not conceptually separate; rather, high-quality improvement planning should lead to improved student outcomes.

Implementation Responses

Some MSIP 6 Standards and Indicators, which are relevant to the improvement plan, are not necessarily captured in an LEA's CSIP document. The Implementation Responses allow LEAs to address their compliance with these additional Standards and Indicators through a series of open-response questions. LEAs are provided with a series of prompts related to each standard, to which they provide a short-written response that demonstrates how the LEA meets, or does not meet, that standard, based on the LEA's self-reflection. LEAs must upload their Implementation Responses document with their CSIP documents via Web Applications under Compliance Plans (State and Federal).

Appendix K - Cycle 2 APR Continuous Improvement Summary (2025, 2026, 2027)

2025 Annual Performance Report (APR)

LEAs will receive carryover points from the following 2024 APR CSIP Continuous Improvement categories:

- Continuous School Improvement Plan (CSIP)
- Response to Standards
- Climate and Culture Survey

LEAs will earn points in the following Continuous Improvement categories:

- Required Documentation
  - Audit
  - Annual Secretary of the Board Report (ASBR)
  - Timely Submission of MOSIS/Core Data
- Success Ready Students
  - Kindergarten Entry Assessment (KEA)
  - Attendance
  - Individual Career and Academic Plan (ICAP)

2026 Annual Performance Report (APR)

The 2026 APR will begin the transition to Cycle 2 requirements and point values. LEAs will be awarded point values in the following categories on the APR:

- Continuous School Improvement Plan (CSIP)
- Improvement Planning (CSIP Summary)
- CSIP Fidelity of Implementation Rubric
- Priorities for Continuous Improvement
- CSIP Implementation Responses
- Climate and Culture Survey

LEAs will earn points in the following Continuous Improvement categories:

- Required Documentation
  - Audit
  - Annual Secretary of the Board Report (ASBR)
  - Timely Submission of MOSIS/Core Data
- Success Ready Students
  - Kindergarten Entry Assessment (KEA)
  - Attendance
  - Individual Career and Academic Plan (ICAP)

2027 Annual Performance Report (APR)

The 2027 APR will reflect the LEA's requirements met and actual points earned through the Cycle 2 CSIP Verification Scoring Form and other Continuous Improvement requirements. LEAS will be awarded point values in the following categories on the APR:

- Continuous School Improvement Plan (CSIP)
- Improvement Planning (CSIP Summary)
- CSIP Fidelity of Implementation Rubric
- Priorities for Continuous Improvement
- CSIP Implementation Responses
- Climate and Culture Survey
- Required Documentation
  - Audit
  - Annual Secretary of the Board Report (ASBR)
  - Timely Submission of MOSIS/Core Data
- Success Ready Students
  - Kindergarten Entry Assessment (KEA)
  - Attendance
  - Individual Career and Academic Plan (ICAP)

Appendix L - Cycle 2 APR Continuous Improvement Point Distribution (2025, 2026, 2027)

2025 Annual Performance Report (APR)	
LEAs will receive carryover points from the following 2024 APR CSIP Continuous Improvement categories.	
Category	**Carryover Points Possible**
Continuous School Improvement Plan (CSIP)	30
Response to Standards	8
Climate and Culture Survey	4
LEAs will earn points in the following Continuous Improvement categories.	
Category	**Points Possible**
Required Documentation Audit (2 points) Annual Secretary of the Board Report (ASBR) (2 points) Timely Submission of MOSIS/Core Data (2 points)	6
Success Ready Students Kindergarten Entry Assessment (KEA) (4 points) Attendance (4 points) Individual Career and Academic Plan (ICAP) (4 Points)	12
Total Points Possible	60

Table 63

2026 Annual Performance Report (APR)	
The 2026 APR will begin the transition to Cycle 2 requirements and point values. LEAs will be awarded point values in the following categories on the APR.	
Category	**Points Possible**
Continuous School Improvement Plan (CSIP)	5
Improvement Planning (CSIP Summary)	2
CSIP Fidelity of Implementation Rubric	2
Priorities for Continuous Improvement	20
CSIP Implementation Responses	9
Climate and Culture Survey	4
LEAs will earn points in the following Continuous Improvement categories.	
Category	**Points Possible**
Required Documentation Audit (2 points) Annual Secretary of the Board Report (ASBR) (2 points) Timely Submission of MOSIS/Core Data (2 points)	6
Success Ready Students Kindergarten Entry Assessment (KEA) (4 points) Attendance (4 points) Individual Career and Academic Plan (ICAP) (4 Points)	12
Total Points Possible	60

Table 64

2027 Annual Performance Report (APR)	
The 2027 APR will reflect the LEA's requirements met and actual points earned through the CSIP Cycle 2 Verification Scoring Form and other Continuous Improvement requirements.	
Category	**Points Possible**
Continuous School Improvement Plan (CSIP)	5
Improvement Planning (CSIP Summary)	2
CSIP Fidelity of Implementation Rubric	2
Priorities for Continuous Improvement	20
CSIP Implementation Responses	9
Climate and Culture Survey	4
Required Documentation Audit (2 points) Annual Secretary of the Board Report (ASBR) (2 points) Timely Submission of MOSIS/Core Data (2 points)	6
Success Ready Students Kindergarten Entry Assessment (KEA) (4 points) Attendance (4 points) Individual Career and Academic Plan (ICAP) (4 Points)	12
Total Points Possible	60

Table 65

Appendix M - Continuous Improvement – Cycle 1 vs. Cycle 2 (2025, 2026, 2027)

Requirement/Expectation	Plan Development Stage		Plan Implementation Stage	
	Cycle 1	Points	Cycle 2	Points
Improvement Planning	LEAs were required to develop and upload a Continuous School Improvement Plan (CSIP).	30	LEAs will be required to upload a revised copy of their CSIP and provide a summary of their continuous improvement work	7
Pre-Planning Guide	LEAs were required to complete the Pre-Planning Guide as they developed and finalized their CSIP. Completion of the document ensured that LEAs were addressing DESE's requirements for continuous improvement.	0	A Pre-Planning Guide will not be utilized in Cycle 2.	NA
CSIP Fidelity of Implementation Rubric	A CSIP Fidelity of Implementation Rubric was not utilized in Cycle 1, as LEAs were in the developmental stage.	NA	LEAs will be required to complete the Fidelity of Implementation Rubric which is a reflective tool for school leaders to use with their improvement teams to monitor the fidelity of implementation of the CSIP.	2
Response to Standards	LEAs were required to respond to six questions addressing Standards and Indicators that could only be measured by LEAs telling their story.	8	The Response to Standards will not be utilized in Cycle 2.	NA
Priorities for Continuous Improvement	Priorities for Continuous Improvement was not utilized in Cycle 1, as LEAs were in the developmental stage.	NA	LEAs will be required to complete the Priorities for Continuous Improvement, providing evidence of fidelity of implementation in their continuous improvement work in five priority areas.	20
CSIP Implementation Responses	CSIP Implementation Responses were not utilized in Cycle 1, as LEAs were in the developmental stage.	0	LEAs will be required to complete the CSIP Implementation Responses, which requires a narrative response addressing the following three focus areas: • Local Education Agency Fidelity (3 points) • Student Performance (3 points) • Local Education Agency Conclusions (3 points)	9
Required Documentation	LEAs were required to submit supporting documentation on time and in full in the following areas:	6	LEAs will continue to be required to submit supporting documentation on time and in full in the following areas:	6

	- Annual Audit Report (2 points) - Annual Secretary of the Board Report (2 points) - Required MOSIS/Core Data Collections (2 points)		- Annual Audit Report (2 points) - Annual Secretary of the Board Report (2 points) - Required MOSIS/Core Data Collections (2 points)	
Success Ready Students	LEAs received points based on educational inputs that represented factors that help create an environment conducive to learning and helping students reach their full potential. Measurements included: - School Entry Readiness (4 points) - K-12 Regular Attendance (4 points) - ICAP Completion (4 points)	**12**	LEAs will continue received points based on educational inputs that represented factors that help create an environment conducive to learning and helping students reach their full potential. Measurements included: - School Entry Readiness (4 points) - K-12 Regular Attendance (4 points) - ICAP Completion (4 points)	**12**
Climate and Culture	LEAs were required to survey students, staff, and parents to obtain feedback to be analyzed in planning, developing, and revising the LEA's CSIP.	**4**	LEAs will continue to be required to survey students, staff, and parents to obtain feedback to be analyzed in planning, developing, and revising the LEA's CSIP.	**4**

Table 66

Appendix N - MSIP 6 Continuous Improvement Validation Requirements (2026)

Requirements	LEA Submitted Documentation
Continuous School Improvement (7 Points)	
Continuous School Improvement Plan (5 Points) The CSIP contains: • Clear statements of mission and vision; • Limited number of focused goals and objectives; • Evidence-based action steps and strategies; • Timelines for implementation and monitoring; • Persons responsible for implementation and monitoring; • Funding sources; and • Any other information needed to implement the plan. (L3 C) **Continuous School Improvement Plan Summary (2 Points)** The CSIP Summary includes an explanation of completed activities (progress/goal achievement) from the LEA's continuous improvement work.	The LEA will submit the following documents: ☐ CSIP - Most Recently Updated ☐ CSIP Summary – The summary may be included within the CSIP document or as an independent document. (Upload to Compliance Plans 2025-2026)
CSIP Fidelity of Implementation Rubric (2 Points)	
CSIP Fidelity of Implementation Rubric (2 Points) The CSIP Fidelity of Implementation Rubric is a reflective tool for school leaders to use with their improvement teams to monitor the fidelity of implementation of the CSIP. (L3 A – E)	The LEA will submit the following document: ☐ Fidelity of Implementation Rubric (Submit to Area Supervisor)
Priorities for Continuous Improvement (20 Points)	
Priority 1 – Stakeholder Engagement (4 Points) Stakeholders (internal and external) are engaged in ongoing CSIP development and progress monitoring. (L3 A) Evidence that the LEA is seeking input and engaging with internal and external stakeholders.	The LEA will **select and submit two** of the following documents: ☐ Minutes from a stakeholder meeting ☐ Agenda from a stakeholder meeting ☐ Sign-in sheet from a stakeholder meeting ☐ Presentation slide deck (Submit to Area Supervisor)
Priority 2 – Academic Instruction (4 Points) Development and implementation of academic instruction is driven by leaders and teachers through CSIP goal accomplishment. (L3 B) Evidence that the LEA is developing and implementing a focus on academic instruction as outlined in their CSIP.	The LEA will **select and submit two** of the following documents: ☐ Data Dashboard (hardcopy or link) ☐ Academic achievement report provided to the board of education ☐ Professional development goals, including training dates ☐ Data meeting agenda/minutes/reports ☐ Curriculum development/revision plan (Submit to Area Supervisor)
Priority 3 – Strategies/Action Steps/Objectives (4 Points)	The LEA will submit the following document:

Evidenced-based strategies are identified in the plan supported by highly focused action steps. (L3 C) Evidence that the adopted CSIP strategies impacted improvement within the LEA.	☐ Two examples from your CSIP of evidenced-based strategies that document progress to goal. Include data and measurement resources. (Submit to Area Supervisor)
Priority 4 – Board of Education Progress Monitoring (4 Points) CSIP progress and outcomes are monitored by the local board and CSIP used in development of the budget to address identified outcomes. (L3 D) Evidence that the board of education is monitoring the CSIP quarterly and provides funding for CSIP goals.	The LEA will submit the following documents: ☐ A copy of the LEA's budget message verifying funding support from the board of education ☐ Board of education agendas verifying quarterly review of the CSIP by the board of education (one from each quarter) (Submit to Area Supervisor)
Priority 5 – Required Plans (4 Points) CSIP processes are reflected in required plans and those plans are implemented with fidelity. (L3-E) Evidence that the plans are developed and been approved and/or presented to the board.	The LEA will submit the dates of plan approval or dates of sharing with the board of education for the following required plans: ☐ Professional development (date approved by BOE) ☐ Assessment (date approved by BOE) ☐ Facilities (date presented to BOE) ☐ Safety (date presented to BOE) ☐ Literacy (date presented to BOE) ☐ Title 1 (date approve by DESE) ☐ Building Plans (verification of plans required) (Submit to Area Supervisor – Dates Only)
CSIP Implementation Responses (9 Points)	
Local Education Agency Fidelity (3 Points) Describe the process your LEA uses to seek input and provide information to stakeholders to ensure adherence to continuous improvement. (L3 A) **Student Performance (3 Points)** Describe the processes your LEA and buildings utilize to improve academic performance. (TL 1-12) **Local Education Agency Conclusions (3 Points)** What challenges has the LEA experienced and what opportunities are available moving forward? (L 1-10, TL 1-12, CC 1-4, DB 1-4, AS 1-2, EA 1-4)	The LEA will submit one document, which includes the following three individual narratives: ☐ LEA Fidelity Narrative (1 page) ☐ LEA Student Performance Narrative (1 page) ☐ LEA Conclusions Narrative (1 page) (Submit to Area Supervisor)
Climate and Culture (4 Points)	
Climate and Culture (4 Points) How did the analysis of the LEA Climate and Culture survey results inform your CSIP goals and/or CSIP modifications? (CC2, CC4)	The LEA will submit the following document: ☐ Climate and Culture Verification Report (Submit to Area Supervisor)

Appendix O - MSIP 6 Continuous Improvement Timeline (2025 APR to 2026 APR)

TIMELINE
- February 2025- July 2025 – Provide regional trainings for MSIP 6 Cycle 2 requirements. Consider providing information at upcoming conferences as applicable.
- August 1-December 31, 2025 – LEAs provide required documentation.
- August 1- December 31, 2025 – Area Supervisors work closely with 1st Round LEAs to ensure understanding and compliance.
- August 1-December 31, 2025 – Area Supervisors select at least two regional representatives to serve on Review Teams.
- January 1-March 31, 2026 – Review Teams meet for scoring of 1st Round information.
- April 1-June 30, 2026 – Area Supervisors provide feedback to 1st Round LEAs.

DOCUMENTS – (ensure any document we provide is marked with February date and has the draft watermark)
- Updated CSIP – LEA submits to Web Application Compliance Plans
- CSIP Plan Summary – LEA submits to Web Application Compliance Plans
- CSIP Fidelity of Implementation Rubric – LEA submits to Area Supervisor
- Priorities for Continuous Improvement – LEA submits to Area Supervisor
- CSIP Implementation Responses – LEA submits to Web Application Compliance Plans
- Climate and Culture Verification Form – LEA submits to Area Supervisor
- CSIP Verification Scoring Form – Used by Area Supervisor for final scoring of 1st Round LEAs

The six required documents are due by December 31, 2025. The CSIP Verification Form and Climate and Culture Verification form will be uploaded in the Q drive under LEA folders by the Area Supervisor no later than July 31, 2026. Area Supervisors will also be asked to fill out the Final Documentation Form in the Q drive by July 31. 2026.

POINTS RECORDED ON APR
- On the 2025 APR, LEAs will receive carryover points from the 2024 APR CSIP Continuous Improvement section. If they received all 42 points on the 2024 CSIP Continuous Improvement section, then they will receive 42 points on the 2025 APR.
- On the 2026 APR, DESE will begin the transition to Round 2 information. The point value and each requirement will be listed on the 2026 APR and LEAs will receive the full 42 points from the MSIP 6 Round 2 requirements.
- On the 2027 APR, LEAs will receive the point value earned through the CSIP Verification Scoring Form – up to 42 points.

Appendix P - MSIP 6 – Climate and Culture Verification Report

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (DESE)
OFFICE OF QUALITY SCHOOLS

The sixth version of the Missouri School Improvement Program (MSIP 6) requires Local Education Agencies (LEAs) to survey students, staff and parents to obtain feedback to be analyzed in planning and developing the LEA's Continuous Improvement Plan.

LEAs must meet the following requirements and provide the requested information to DESE utilizing the Climate and Culture Verification Report.

- LEAs may administer a locally developed survey, a survey purchased through a vendor, or the DESE-developed survey. All surveys must include the following three essential indicators:
    - **The school system assures student voices are heard and respected.**
      This indicator should appear in the older student, parent, and staff surveys.
    - **The school system provides school culture and climate data and reports periodically to all stakeholders.**
      This indicator should appear in the parent and staff surveys.
    - **Educator teams address positive classroom learning environments.**
      This indicator should appear in the staff survey.
- All LEAs must give at least one Climate and Culture Survey every two years.
- Required components of the Climate and Culture Verification Report include:
    - Identification of the date and type of survey administered.
    - Identification of all groups surveyed and numbers of respondents within those groups.
    - Identification and brief explanation of how the LEA's climate and culture work has impacted the CSIP.

Climate and Culture Verification Report

LEA INFORMATION

LEA NAME:

LEA CONTACT:

LEA CONTACT EMAIL:

DATE:

Complete the requested information regarding the LEA administered survey.

TYPE OF SURVEY ADMINISTERED
☐ Locally Developed Survey   ☐ Vendor Purchased Survey   ☐ DESE Survey

SURVEY SPECIFICS		
Survey Participants	Dates Administered	Number of Responses
Parents		
Educators/Staff		

Students		

Climate and Culture Verification Report
MSIP 6

IDENTIFIED IMPACT
Directions: Provide a brief explanation of how the LEA's climate and culture work has impacted the CSIP.

Appendix Q - Comprehensive School Improvement Plan Fidelity of Implementation Rubric

The following rubric was designed as a reflective tool for school leaders to use with their improvement teams to monitor the fidelity of implementation of their improvement plans. It is a tool that highlights key features of implementation which align to the standards and indicators Missouri School Improvement Program 6 (MSIP 6) in 5 CSR 20-100.125. The standards and indicators are referenced in the first column where "L" refers to the Leadership standard along with subsequent indicators that can be found in the MSIP 6 Comprehensive Guide.

While improvement plans can be adjusted based on emerging data, MSIP 6 calls for plans to be implemented with fidelity (see Table 47 of the MSIP 6 Comprehensive Guide).

DESE has outlined five priorities to focus local education agencies during implementation of their Comprehensive School Improvement Plans:

1. Stakeholders (internal and external) are engaged in ongoing CSIP development and progress monitoring
2. Development and implementation of academic instruction is driven by leaders and teachers through CSIP goal accomplishment
3. Evidence-based strategies are identified in the plan supported by highly focused action steps
4. CSIP progress and outcomes are monitored by the local board and CSIP used in development the budget to address identified outcomes
5. CSIP processes are reflected in required plans and those plans are implemented with fidelity

The following CSIP fidelity of implementation rubric guides LEAs to focus their implementation on specific aspects of fidelity to ensure the efforts yield the desired outcomes for identified school improvement goals.

Comprehensive School Improvement Plan Fidelity of Implementation Rubric

LEA Name:_____   Date:_____

Priority	Transformational	Progressing	Emerging	Evidence/Data
1. Stakeholders (internal and external) engaged in ongoing CSIP development and progress monitoring. (L3-A2)	Stakeholders from diverse groups regularly contribute to CSIP development and progress monitoring through structured meetings and feedback mechanisms.	Some stakeholder involvement evidence, but efforts could be more consistent or structured.	Limited stakeholder engagement observed, with little evidence of input or feedback.	*Forms of communication feedback to stakeholders. *Stakeholder meeting agenda and minutes *Calendar with stakeholder meeting dates
2. Development and implementation of academic instruction driven by leaders and teachers through CSIP goal accomplishment. (L3-B4)	CSIP goals are consistently integrated into instructional planning and execution with evidence of deliberate alignment.	Some evidence of CSIP goal integration into instructional practices but alignment may be inconsistent or unclear.	Limited evidence of CSIP goal integration into instructional planning and implementation.	*Professional Development Plan *Data team documents *Data dashboards *Scorecards *Goals completed in CSIP
3. Evidence-based strategies identified in the plan supported by highly focused action steps. (L3-C3)	CSIP contains well-defined evidence-based strategies with clear, focused action steps and measurable objectives.	Evidence-based strategies and action steps are outlined in the CSIP, but clarity or specificity may vary.	CSIP lacks clear evidence-based strategies and/or action steps, or they are not well-defined or focused.	*Data team documents which include regular reviews and checkpoints to assess progress.
4. CSIP progress and outcomes, monitored by the local board and CSIP, used in developing the budget to address identified outcomes. (L3-D2, D3)	CSIP progress updates to the board are frequent and thorough, with clear evidence of budget allocations aligned with CSIP outcomes.	Some evidence of CSIP progress monitoring by the local board and consideration in budget development, but improvements could be made in frequency or depth.	Limited evidence of CSIP progress monitoring by the local board, with little influence on budget development.	*Board agendas/reports of the progress and budget items aligned to the outcomes *Program evaluations *LEA budget is reflected in CSIP
5. CSIP processes reflected in required plans and those plans are implemented with fidelity. (L3-E3)	CSIP processes are fully integrated into required plans, and implementation is consistent with fidelity.	Some evidence of CSIP processes reflected in required plans, but implementation fidelity may vary.	Limited alignment between CSIP processes and required plans, or evidence of fidelity in implementation is lacking.	*Required building/LEA plans aligned with the CSIP and date of approval *Program evaluations *Board reports

Appendix R - MSIP 6 Cycle 2 CSIP Verification Scoring Form

LEA: _____

DATE: _____

REGION/AREA SUPERVISOR: _____

The LEA has completed the following requirements:

    MET – The criterion is fully met according to established MSIP 6 standards.

    NOT MET – The criterion is not met or only partially met according to established MSIP 6 standards.

Continuous School Improvement Plan (5 Points)

    Revised CSIP Uploaded in Compliance Plans   Met ☐ Not Met ☐   Points:

Continuous School Improvement Plan Summary (2 Points)

    Summary of Completed Activities from CSIP 2022-26   Met ☐ Not Met ☐   Points:

CSIP Fidelity of Implementation Rubric (2 Points)

    CSIP Fidelity of Implementation Rubric   Met ☐ Not Met ☐   Points:

Priorities For Continuous Improvement (each priority is 4 points for a total of 20 points)

	MET	NOT MET	POINTS
Priority 1: Stakeholders (internal and external) are engaged in ongoing CSIP development and progress monitoring. (L3-A2)	☐	☐	
Priority 2: Development and implementation of academic instruction is driven by leaders and teachers through CSIP goal accomplishment. (L3-B4)	☐	☐	
Priority 3: Evidence-based strategies are identified in the plan supported by highly focused action steps. (L3-C3)	☐	☐	
Priority 4: CSIP progress and outcomes are monitored by the local board and CSIP used in development of the budget to address identified outcomes. (L3-D2, D3)	☐	☐	
Priority 5: CSIP processes are reflected in required plans and those plans are implemented with fidelity. (L3-E3)	☐	☐	

CSIP Implementation Responses (9 Points)

	MET	NOT MET	POINTS
Local Education Agency Fidelity Describe the process your LEA uses to seek input and provide information to stakeholders to ensure adherence to continuous improvement. (L1)	☐	☐	
Student Performance Describe the processes your LEA and buildings utilize to improve academic performance. (TL3-6, DB2-4, AS2)	☐	☐	
Local Education Agency Conclusions What challenges has the LEA experienced and what opportunities are available moving forward? (L3)	☐	☐	

Climate and Culture (4 Points)

	MET	NOT MET	POINTS
Climate and Culture Completion and submittal of Climate and Culture Verification Report	☐	☐	

Final Points Earned:

Additional Comments

Area Supervisor Signature/Date: _____

Superintendent/Charter Exec Director Signature/Date: _____

Appendix S - MSIP 6 Continuous Improvement Implementation Responses

LEA NAME _____   DATE _____

The MSIP 6 Implementation Responses reports Continuous Improvement Standards and Indicators that can only be measured by LEAs "telling their story." These responses provide an opportunity for LEAs to showcase best practices in: Leadership; Effective Teaching and Learning; Collaborative Climate and Culture; Data-Based Decision Making; Alignment of Standards, Curriculum and Assessment; and Equity and Access. Please provide no more than a one-page response to each of the following three questions.

1. **Describe the process your LEA uses to seek input and provide information to stakeholders to ensure adherence to continuous improvement.**

Applicable Standards and Indicators

LEADERSHIP
L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on LEA performance and improvement.

2. **Describe the processes your LEA and buildings utilize to improve academic performance.**

Applicable Standards and Indicators

EFFECTIVE TEACHING AND LEARNING
TL1 - Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement.
TL2 - The school system ensures the birth through prekindergarten population has access to high-quality early learning experiences.
TL3 - The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs.
TL4 - The school system prepares students through the development of essential intrapersonal and interpersonal skills.
TL5 - The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.
TL7 - The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.
TL8 - Professional learning activities support effective instructional practices in the school system.
TL9 - The school system ensures that technology effectively supports teaching and learning.
TL10 - The school system provides school counseling services to support the career, academic, and social/emotional

development of all students.

TL11 - The school system provides high-quality library media resources that effectively serve learners and educators.

CLIMATE AND CULTURE
CC1 - The school system provides a safe and caring environment that supports teaching, learning, and student success. *CC2 - The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student. *CC4 - The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.

DATA BASED DECISION MAKING
*DB2 - School system and building leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.

ASSESSMENT
AS1 - Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.

3. What challenges has the LEA experienced and what opportunities are available moving forward?

Applicable Standards and Indicators

LEADERSHIP
L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on LEA performance and improvement.

EFFECTIVE TEACHING AND LEARNING
TL1 - Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement. TL2 - The school system ensures the birth through prekindergarten population has access to high-quality early learning experiences. TL3 - The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs. TL4 - The school system prepares students through the development of essential intrapersonal and interpersonal skills. TL5 - The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student. TL7 - The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.

TL8 - Professional learning activities support effective instructional practices in the school system.

TL9 - The school system ensures that technology effectively supports teaching and learning.

TL10 - The school system provides school counseling services to support the career, academic, and social/emotional development of all students.

TL11 - The school system provides high-quality library media resources that effectively serve learners and educators.

CLIMATE AND CULTURE
CC1 - The school system provides a safe and caring environment that supports teaching, learning, and student success.
*CC2 - The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.
*CC4 - The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.

DATA BASED DECISION MAKING
*DB2 - School system and building leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.

ASSESSMENT
AS1 - Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.

Appendix T - 5 CSR 20-100.125 Missouri School Improvement Program 6

(1) The following definitions will be used in administering this rule:

    (A) Academic Success: Academic Success is defined as a compilation of Standards TL1 – Success-Ready Students, EA1 – Academic Achievement which lead to success in the next grade level or chapter in a student's life.

    (B) Educational Equity: Educational equity exists when there is an intentional focus on learning outcomes and the allocation of resources ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.

    (C) School System: School system includes a local board and a school district or charter school.

    (D) Student Groups: Identified student groups refers to all traditional student groups including: Asian/Pacific Islander, black, Hispanic, American Indian, white, multi-racial, students with disabilities, English language learners, and low-income students. Other demographic groups may be developed for reporting.

    (E) Well-being: Well-being includes the physical (safety, environmental), social-emotional, and intellectual needs of students.

    (F) Students: Students include all children aged 3-21 who are enrolled in the school system.

(2) Pursuant to section 161.092, RSMo, this rule is to be effective two (2) years from the date of adoption of the proposed rule by the State Board of Education (board). The Missouri School Improvement Program (MSIP) 6 Standards and Indicators, included herein, is comprised of quantitative and qualitative standards for school districts and charter schools.

(3) School district and charter school performance will be reviewed annually by the Department of Elementary and Secondary Education (department) in accordance with this rule, including the standards, using the appropriate scoring guide, forms, and procedures outlined by the department. Review of these data will guide the department in determining school districts in need of improvement, in determining the appropriate level of intervention necessary for significant and sustained improvement in student achievement, and in evaluating charter sponsors. Decisions will be made using multiple years of data.

(4) The board will assign school district classification designations of unaccredited, provisionally accredited, accredited, and accredited with distinction.

(5) Districts identified through MSIP as needing improvement must submit a continuous school improvement plan for approval by the department.

(6) A classification designation based on the standards of MSIP will remain in effect until the board approves another classification designation. The board may consider changing a district's classification designation upon its determination that the district has—

    (A) Failed to implement any required school improvement plan at an acceptable level;

    (B) Demonstrated significant change in student performance over multiple years;

    (C) Employed a superintendent or chief executive officer without a valid Missouri superintendent's certificate in a K-12 school district, or employed a superintendent or chief executive officer without a valid Missouri superintendent's or elementary principal's certificate in a K-8 school district;

    (D) Experienced significant change in the scope or effectiveness of the programs, services, or financial integrity upon which the original classification designation was based; and/or

    (E) Failed to comply with a statutory requirement.

(7) A local board of education (local board) that is dissatisfied with the classification designation assigned by the board shall request reconsideration within sixty (60) calendar days of notice received of the original classification. The request for reconsideration shall be submitted to the commissioner of education and state the specific basis for reconsideration, including any errors of fact to support reconsideration. Review by the board shall be scheduled within sixty (60) calendar days of receipt of the request for reconsideration and shall be based upon the materials submitted with the original classification, the request for reconsideration, and any materials offered by the commissioner of education or requested by the board.

Leadership (L)

School Board Leadership
*L1 - The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices.
  A. The local board ensures that the district is guided by a vision, mission, and limited number of focused goals, all of which is the basis for the district's continuous improvement process.
  B. Local board members complete all legally required board training within the mandated timeframe.
  C. The local board and the superintendent/chief executive officer engage in professional learning designed to improve governance practices.
  D. The local board and the superintendent/chief executive officer regularly evaluate governance team strengths and opportunities for improvement.
  *Measured for Continuous Improvement Report

Ethics
L2 - The local board and administration conduct school system business in an ethical, legal, and transparent manner.
  A. The local board adopts and administration enforces all policies related to legal and professional ethics for all employees.
  B. The local board adopts and adheres to its policy on legal and professional ethics for school board members.
  C. The local board and administration conduct business in compliance with the Missouri Open Meetings and Records Act.
  D. The superintendent/chief executive officer ensures that individual requests from local board members are considered by the local board as a whole.

Continuous School Improvement
*L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.
  A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.
  B. The local board ensures that the CSIP focuses on the academic preparation and well- being of each student.
  C. The CSIP contains:
     1. Clear statements of mission and vision;
     2. Limited number of focused goals and objectives;
     3. Evidence-based action steps and strategies;
     4. Timelines for implementation and monitoring;
     5. Persons responsible for implementation and monitoring;
     6. Funding sources; and
     7. Any other information needed to implement the plan.
  D. The local board regularly monitors the implementation and outcomes of the CSIP.
  E. The CSIP guides the development and implementation of other plans (Building Improvement Plan, Professional Development Plan, Facilities Plan, etc.).
  *Measured for Continuous Improvement Report

Operations and Resource Management

L4 - The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP.

   A. The school system deliberately allocates both fiscal and non-fiscal resources to align with CSIP priorities and matters of equity.
   B. The local board and administration regularly and systematically engage in long-range financial, facilities, and infrastructure planning.
   C. The budget is developed through a transparent process that complies with law and is approved by the local board.
   D. The local board establishes budget parameters, including minimum fund balances, to guide budget development.
   E. The local board and administration follow sound financial practices and follow all laws and regulations regarding audits, bids, contracts, and purchases.

School Board Policy

L5 - The local board establishes and implements policies that provide a framework within which the school system operates and ensures legal compliance.

   A. The local board and administration have a systematic process for establishing, adopting, and revising policies so that they are clear, current, and legally compliant.
   B. The local board, administration, and staff implement and enforce policy when conducting school system business.
   C. The local board approves documents and reports as required by policy and law.
   D. The school system's policies and handbooks are posted on the system's website or are otherwise available to the community.

Superintendent Roles, Responsibilities and Evaluation

L6 - The local board(s) employs and evaluates the job performance of an appropriately certificated superintendent/chief executive officer to manage school system operations.

   A. The local board(s) delegates operational decisions to the superintendent/chief executive officer and administration.
   B. The local board(s) conducts a performance-based superintendent/chief executive officer evaluation process based upon clear, written, and measurable targets that are aligned with professional educator leader standards and school system performance measures.
   C. The superintendent/chief executive officer's evaluation process is implemented in accordance with the Essential Principles of Effective Evaluation and 5 CSR 20- 400.375.
   D. The local board(s) establishes and follows a clear timeline for the superintendent/chief executive officer's evaluation process, contract decisions, and salary determination.

Personnel and Program Evaluation

L7 - The local board and administration ensure the use of an effective evaluation process for all employees and a systematic program evaluation process for the school system's programs, practices, and procedures for the attainment of the vision, mission, and goals.

   A. The local board and administration consistently use data to make decisions.
   B. The local board and administration ensure the implementation of performance-based evaluations that are aligned to 5 CSR 20-400.375 for certificated staff and to appropriate job descriptions and duties for non-certificated staff.
   C. The local board ensures that personnel evaluations are comprehensive, performance- based, and aligned with state standards.
   D. The local board regularly reviews goals, objectives, and the effectiveness of all programs and services, which support the mission and vision of the district.
   E. The local board annually approves the Professional Development Plan and other plans as required by statute and local board policy.
   F. The local board approves the leadership development plan to ensure continuity for staff turnover and succession.

Communication

L8 - The school system provides for two-way, reliable, and representative communication with all stakeholders.

  A. The school system implements and annually reviews a communications plan that outlines multiple methods for two-way, reliable communication with all stakeholders.
  B. The school system regularly communicates to all stakeholders the progress in attainment of the systems mission, vision, and goals.

Personnel

L9 - The local board and administration provide sufficient staffing of qualified and highly effective personnel to achieve the school system's vision, mission, and goals.

  A. Administration manages personnel resources, both professional and support staff, to address each student's learning needs.
  B. The school system maintains a system of recruitment and support to ensure a high- quality, student-centered staff.
  C. The local board employs sufficient additional administrators to provide for the leadership and management of the district.

Recommended Associate/Assistant Superintendent Ratios

FTE	Certified Staff Members (FTE)
0	1 – 100
1	101 – 200
2	201 – 300
3	301 – 400
4	401 – 500
5	501 – 600
6	601 – 700
7, etc.	701 – 800, etc.

Table 67

Principal/Building Ratios

FTE	Minimum Standard (Students)	Recommended Standard (Students)
1.00	1 – 400	1 – 300
1.50	401 – 600	301 – 450
2.00	601 – 800	451 – 600
2.50	801 – 1000	601 – 750
3.00	1001 – 1200	751 – 900
3.50	1201 – 1400	901 – 1050
4.00	1401 – 1600	1051 – 1200
4.50	1601 – 1800	1201 – 1350
5.00	1801 – 2000	1351 - 1500

Table 68

School Safety

L10 - The school system actively addresses school safety and security in all facilities.

    A. The school system, in consultation with public safety officials and stakeholders, develops, implements, and reviews annually a comprehensive school emergency operations plan for the school system and each school or site as applicable.

        1. The plan broadly addresses safety, crises, and emergency operations.

        2. The plan addresses prevention, preparation, operations, and follow-up.

        3. The plan includes consideration of supporting mental health needs of all involved in any crisis.

    B. Local board policy requires the school system to employ a designated safety coordinator who demonstrates knowledge of all federal, state, and local school violence and prevention programs and resources that are available to students, teachers, and district staff.

    C. The school system annually conducts a physical security site assessment at each facility, utilizing nationally accepted methodology.

    D. The school system ensures emergency preparedness drills are performed in compliance with state statute and local ordinance.

    E. The school system implements a cyber/privacy security plan, utilizing nationally accepted standards.

    F. The school system ensures access to Missouri's school violence anonymous reporting tip line.

    G. All school system staff participate in relevant school safety and violence prevention training.

Effective Teaching and Learning (TL)

Success-Ready Students
**TL1 - Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement.
    A. Students demonstrate readiness for school entry in alignment with the Missouri Early Learning Standards.
    B. Beginning in elementary school, students demonstrate regular school attendance.
    C. Beginning in elementary school, students demonstrate on-track performance through department designated measures of literacy and numeracy.
    D. No later than eighth grade, students have developed Individual Career Academic Plans (ICAP) that are based on career exploration experiences.
    E. Beginning in middle school, students demonstrate collaboration, leadership, and communication skills through participation in curricular, co-curricular, extra- curricular, community-based activities or service learning.
    F. Students demonstrate work ethic and character.
    G. Beginning in high school, students demonstrate academic readiness by scoring proficient on at least two required End-of-Course Assessments.
    H. Beginning in high school, students may demonstrate employability skills through participation in Career and Technical Student Organizations (CTSO) and/or a Seal of Biliteracy.
    I. Students in high school progress through academic work on a schedule appropriate to graduate.
    J. Beginning in high school, students demonstrate postsecondary readiness through any of the following:
        1. A combination of a career readiness assessment score that meets the state standard combined with an Industry Recognized Credential (IRC) or Career and Technical Education Certificate (CTEC).
        2. A combination of a college readiness assessment and an IRC or CTEC.
        3. A combination of a college readiness assessment score that meets the state standard and advanced credit that meets the state standard.
        4. Successful completion of an advanced professional studies program, Registered Youth Apprenticeship, department-approved internship, or other department- approved work-connected experience.
        5. Participation in the Pre-Employment Transition Services Program through Vocational Rehabilitation.
        6. Confirmed postsecondary employment, college application, other postsecondary training, or military commitment.
        7. Completion of early college or associates degree or the CORE 42.
        8. Completion of stackable credentials.
        9. Other department-approved work readiness measures.
  **Measured for Student Performance Report

High Quality Early Learning
*TL2 - The school system ensures the birth through pre-kindergarten population has access to high-quality early learning experiences.
    A. The school system informs family and community members about the importance of early learning experiences.
    B. The school system provides the Parents as Teachers program for early learning experiences.
    C. The school system identifies well-rounded, developmentally appropriate preschool opportunities available to children.
    D. The school system measures the effectiveness of early learning experiences (e.g., self- assessments using Environmental Rating Scale, Classroom Assessment Scoring System, other department-approved classroom environmental assessment, or Parents as Teachers National Center Quality Endorsement and Improvement Process).
  *Measured for Continuous Improvement Report

High-Quality Career Education
***TL3 - The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs.**
 A. The school system implements department-approved career technical education program(s) leading students to attain an industry-recognized credential or CTEC, a postsecondary degree, or entry into the workplace with a skill set conducive toward career advancement.
 B. The school system provides access to career-connected experiences that include solving authentic problems, working in professional environments, and engaging in curriculum developed with industry professionals.
 C. The school system implements broadly based elementary and middle school career awareness and exploration programs, which align with high school and career center curriculum.
 D. The school system ensures the career technical education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, professional competency development, personal learning, and assessment of technical skill attainment.
 E. The school system ensures the appropriate CTSO is affiliated with the state and national organizations and is an intra-curricular element of the associated program.
 F. The school system uses a system of data collection and evaluation to provide the necessary information for program review and development.
  *Measured for Continuous Improvement Report

Intra- and Interpersonal Skills
***TL4 - The school system prepares students through the development of essential intrapersonal and interpersonal skills.**
 A. The school system ensures opportunities for students to develop initiative and engage in collaborative problem solving.
 B. The school system ensures opportunities for students to be part of one or more co- curricular, extracurricular, or leadership opportunities and CTSOs.
 C. The school system ensures that social-emotional skills aligned with the Missouri Early Learning Standards, the Missouri Learning Standards, and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.
  *Measured for Continuous Improvement Report

Teacher/Leader Standards
***TL5 - The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.**
 A. The school system uses professional educator standards when making decisions on employing, evaluating, and retaining instructional staff and administrators.
 B. The school system implements an educator evaluation process aligned to the Essential Principles of Effective Evaluation for all instructional staff and administrators.
 C. School system and building-level leaders provide leadership development opportunities for all educators.
 D. The school system provides an effective induction and mentoring process for all instructional staff and administrators.
  *Measured for Continuous Improvement Report

Effective Instructional Practices

*TL6 - Evidence-based instructional practices are implemented to ensure the success of each student.

   A. Students receive literacy instruction throughout all grades using a variety of evidence- based methods.
   B. Building leaders monitor and provide feedback on the use of effective evidence-based practices.
   C. Instructional staff design and use appropriate, meaningful, and rigorous learning tasks for each student.

   *Measured for Continuous Improvement Report

Multi-Tiered System of Support

TL7 - The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.

   A. The school system establishes learning and behavioral supports that are identified, coordinated, and implemented with fidelity at the classroom, building, and system level.
   B. The school system monitors the implementation of these supports through observation, program evaluation, and data analysis.
   C. The school system implements a written process for the early identification of students' needs and implements differentiated learning and behavioral supports for each student.
   D. The school system uses targeted student assessment and data collection to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.
   E. The school system collaborates with community partners to provide information and resources to students and parents/guardians to address barriers impacting student success.
   F. The school system implements methodologies to support social-emotional learning, culturally responsive teaching, and trauma-informed practices based on student need.

Professional Learning

TL8 - Professional learning activities support effective instructional practices in the school system.

   A. The school system ensures all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence- based instructional practices, staff growth goals, and student performance goals outlined in the CSIP.
   B. The school system provides time and resources for the professional learning of each staff member.

Use of Technology to Improve Instruction

TL9 - The school system ensures that technology effectively supports teaching and learning.

   A. The school system supports curricular and assessment needs by providing adequate technology infrastructure, connectivity, personnel, and digital resources.
   B. The school system provides access to current technologies, digital resources, and ongoing professional learning for all instructional staff.
   C. The school system provides access to virtual learning experiences, programs, and courses.
   D. The school system evaluates the impact of information and communication technology on teaching and learning.

Comprehensive School Counseling Program
TL10 - The school system provides school counseling services to support the career, academic, and social/emotional development of all students.
A. The school system ensures a system-wide school counseling program, consistent with the Missouri Comprehensive School Counseling Program framework, is fully implemented in every building.
B. Beginning no later than 7th grade, building leaders ensure each student participates in an individual planning process designed to assist in a successful transition to postsecondary experiences (e.g., college, technical school, the military, or the workforce, etc.).
C. Individual Career and Academic Plans (ICAPs) are developed and annually reviewed for each student starting no later than 8th grade and continuing through 12th grade.
D. Each student has equitable access to responsive services and resources to assist them in addressing issues and concerns that may affect their academic, career, and social- emotional needs.
E. The school system monitors system supports as a crucial component in the full implementation of a comprehensive school counseling program.
F. The school system provides student support in the form of school counseling and additional supports such as school psychologists, social workers, nurses, and therapists, based on local context and student need.
G. The school system implements an evaluation system for school counselors that provides feedback based on school counselor standards and indicators.

Counseling Standards*

Students	Minimum FTE	Students	Recommended FTE
1 – 50	.20	1 – 40	.20
51 – 100	.40	41 – 80	.40
101 – 150	.60	81 – 120	.60
151 – 200	.80	121 – 160	.80
201 – 250	1.00	161 – 200	1.00
251 – 300	1.20	201 – 240	1.20
301 – 350	1.40	241 – 280	1.40
351 – 400	1.60	281 – 320	1.60
401 – 450	1.80	321 – 400	1.80
451 – 500	2.00, etc.	401 – 480	2.00, etc.

Table 69

*American School Counselor Association

Library Media Services

TL11 - The school system provides high-quality library media resources that effectively serve learners and educators.
   A. The school system establishes library media services that support, enhance, and enrich the curriculum.
   B. Library media staff collaborate with instructional staff to integrate library media resources into the instructional program.
   C. The school system develops and maintains a diverse collection of digital, informational, and reading resources appropriate to the curriculum, learners, and instructional practices and programs.

Library Staffing Ratios

Students	Minimum FTE	Students	Recommended FTE
1 – 200	.20	1 – 150	.20
201 – 400	.40	151 – 300	.40
401 – 600	.60	301 – 450	.60
601 – 800	.80	451 – 600	.80
801 – 1000	1.00	601 – 750	1.00
1001 – 1200	1.20	751 – 900	1.20
1201 – 1400	1.40	901 – 1050	1.40
1401 – 1600	1.60	1051 – 1200	1.60
1601 – 1800	1.80	1201 – 1350	1.80
1801 – 2000	2.00, etc.	1351 – 1500	2.00, etc.

Table 70

Class Size and Assigned Enrollments
TL12 - The school system ensures class-sizes are consistent with grade-level and program standards.

The school system ensures individual class enrollment is consistent with the following guidelines:
Student – Teacher Ratios

Grades	Minimum Standard	Recommended Standard
Pre-kindergarten (PK)	20	10
K – 2	25	17
3 – 4	27	20
5 – 6	30	22
7 – 12	33	25

Table 71

A. The school system ensures that PK class sizes meet the requirements of 5 CSR 20-100.320 Pre-kindergarten Program Standards.
B. The school system ensures full-time elementary special (e.g. art, music, physical education, computers, library, etc.) teachers serve no more than seven hundred fifty (750) students per week (duplicated count).
C. The school system ensures that other alternative class size limits are met for the following exceptions: Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full-time, or by as many as five students when a paraprofessional assists the teacher half-time (paraprofessionals paid for with Title I and special education funds cannot be used to increase class size).
   1. Multi-grade classrooms will not exceed standards for the lowest grade enrolled. High schools can combine sections of the same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes should not exceed twenty-five (25) students.
   2. Enrollment in performing arts and physical education classes may exceed regular class-size limits if adequate supervision and facilities are provided for safe and effective instruction.
D. Adequate self-directed planning time, at least 250 minutes per week, is provided to certificated and licensed educators who provide instruction to students on a full-time basis (prorated as appropriate). Plan time is based on local context and is aligned to best practice guidelines.

Collaborative Climate and Culture (CC)

Safe, Orderly, and Caring Environment
CC1 - The school system provides a safe and caring environment that supports teaching, learning, and student success.
    A. The school system implements trauma-informed methodologies, implements youth suicide awareness and prevention practices, and provides responsive services based on student need and local context.
    B. The school system provides staff, teachers, parents/guardians, and students access to the school system's written code of conduct, which specifies unacceptable student behavior and consequences for that behavior.
    C. The school system's code of conduct is equitably and consistently enforced during any school related activity whether on or off school property.
    D. The school system promotes respect for individual differences (e.g. diversity training, diversity awareness, policies, and procedures).
    E. The school system provides training on and ensures the implementation effective practices on violence-prevention instruction, including information on preventing and responding to harassment and bullying, for each student and staff member.

Culture of High Academic and Behavioral Expectations
*CC2 - The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.
    A. Leadership develops a systematic process for establishing and maintaining a positive learning climate.
    B. Staff and students share in the responsibility for learning by being actively engaged in learning and demonstrating appropriate standards of behavior and attendance.
    C. The school system gathers and analyzes data on student violence, substance abuse, and bullying and modifies programs and strategies to ensure safe and orderly schools.
  *Measured for Continuous Improvement Report

Collaborative Partnerships
*CC3 - The school system creates and maintains collaborative opportunities and relationships with school districts, business, industry, postsecondary institutions, and other entities to create or maintain well-rounded educational opportunities for students and educators.
    A. The school system develops reciprocal partnerships with postsecondary institutions, businesses, industry, charitable organizations, non-profit organizations, cultural organizations, and commercial entities for the benefit of students and educators.
    B. The school system maintains strong collaborative relationships with parent organizations, industry-based programs, stakeholders, and other entities within the larger community to support students and educators.
  *Measured for Continuous Improvement Report

Parent/Guardian Involvement
*CC4 - The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.
    A. The school system incorporates formal strategies that include parents/guardians in the educational process.
    B. The school system ensures parent/guardian education activities take place as required by the Early Childhood Development Act (ECDA).
    C. The school system actively cooperates with other agencies, parents/guardians, and community groups (e.g., parent teacher organizations) to provide information related to child development and/or parenting skills.
    D. Each school building implements processes and strategies to create a welcoming environment for all families.
  *Measured for Continuous Improvement Report

Data-Based Decision Making (DB)

Data Submission
DB1 - The school system submits data required by the department in an accurate and timely manner.
   A. The school system ensures the annual tax rate calculation and forms are submitted in an accurate and timely manner.
   B. The school system meets the requirements for an independent audit and submits the audit to the department on time.
   C. The school system ensures the Annual Secretary of the Board Report is submitted in an accurate and timely manner.
   D. The school system ensures the underlying data used to generate accountability reports are accurate, and that corrections/appeals are submitted in a timely manner.
   E. The school system ensures that any other required data are submitted in an accurate and timely manner.

Continuous and Innovative Improvement
*DB2 - School system and building leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.
   A. School system and building leaders use a variety of data (e.g., longitudinal, demographic, diagnostic, and perceptual) to support and inform system-wide decisions.
   B. School system and building leaders establish a cycle of continuous improvement that includes reflection, data collection, analysis, planning, feedback, and evaluation.
   C. School system and building leaders use an intentional feedback system to improve and refine performance.
   D. School system and building leaders facilitate analysis of individual student data to improve the instructional process and student growth.
   *Measured for Continuous Improvement Report

Climate and Culture Data
*DB3 - The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement.
   A. The school system uses evidence-based methods of collecting data (e.g., surveys, observational methods, and behavior reports) that recognize the range of factors which shape school culture and climate.
   B. The school system assures student voices are heard and respected.
   C. The school system establishes procedures for using culture and climate findings to develop and revise system wide improvement goals and implementation strategies.
   D. The school system provides school culture and climate data and reports periodically to all stakeholders.

Collaborative Teams
*DB4 - School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.

- A. Educator teams collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.
- B. Educator teams effectively implement group processes in collaborative meetings.
- C. Educator teams collaboratively analyze student data to provide appropriate interventions for students' instructional and behavioral needs.
- D. Educator teams engage in data-informed decision-making.
- E. Educator teams act reflectively.
- F. Educator teams design lessons collaboratively.
- G. Educator teams examine student work and assessments.
- H. Educator teams develop curriculum collaboratively.
- I. Educator teams address positive classroom learning environments.

*Measured for Continuous Improvement Report

Alignment of Standards, Curriculum and Assessment (AS)

Viable Curriculum Aligned to Missouri Learning Standards
AS1 - Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.
   A. The school system's curriculum aligns externally to all Missouri Learning Standards and the English language development standards and internally between grade levels and courses.
   B. Building leaders and instructional staff ensure the written, taught, and assessed curriculum are aligned.
   C. The school system develops written procedures to ensure the written curriculum is implemented and is evaluated. Pre-kindergarten instructional staff are included when the program is offered by the system.
   D. The school system implements a systematic plan for developing and/or revising the curriculum for all content areas.
   E. The school system provides opportunities for each student to excel (e.g. gifted and/or enrichment, at-risk, special education, etc.).
   F. Educators provide learning opportunities that are aligned to the district curriculum and have clearly identified and communicated learning targets.

Assessments Aligned to Missouri Learning Standards
*AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.
   A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.
   B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.
   C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.
   D. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.
   E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.
   F. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.
   G. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.
   H. The school system develops and conducts reliable local assessments for standards currently not assessed on the MAP.
   *Measured for Continuous Improvement Report

Equity and Access (EA)

Academic Achievement
**EA1 - The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.
   A. The performance of all students on each required assessment meets or exceeds the state standard and/or demonstrates the required growth or improvement.
   B. The performance of each student on each assessment and students in identified student groups meets or exceeds the state standard and/or demonstrates the required growth or improvement.
   C. The percentage of students and identified groups of students tested on each required MAP assessment meets or exceeds the state standard.
   **Measured for Student Performance Report

Graduation Rate
**EA2 - The school system ensures all students successfully complete high school.
   A. All students and identified student groups complete an educational program, which meets the graduation requirements as established by the local board and meets or exceeds the state standard and/or demonstrates the required improvement.
   **Measured for Student Performance Report

Follow-Up Rate of Graduates
**EA3 - The school system prepares all students and identified groups of students for postsecondary success.
   A. All graduates and identified groups of graduates, who after graduation are successfully–
      1. enrolled in a college/university,
      2. enrolled in a trade/technical school (or program),
      3. employed, or
      4. in the military, and meet or exceed the state standard and/or demonstrate the required improvement.
   B. The school system analyzes five (5)-year follow-up data on their graduates and uses the results to inform–
      1. program evaluation,
      2. strategic planning, and
      3. other decision making.
   **Measured for Student Performance Report

Equity of Educational Experiences
EA4 - The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.
   A. The school system ensures each student, particularly low-income and minority students, has equitable access to qualified, experienced, and effective teachers, learning experiences, academic and social supports, and other resources necessary for success in all content areas.
   B. The school system implements policies to address student misconduct in a positive, fair, and unbiased manner.
   C. The school system initiates and promotes collaborative relationships with community partners, agencies, and institutions that promote open dialogue and respect for multiple perspectives.
   D. The school system monitors equity gaps between student groups (e.g. gifted and/or enrichment, at-risk, special education, etc.), applies strategies to reduce barriers between student groups and implements strategies to address equity gaps between student groups.